Wisconsin Department of Safety and Professional Services
Division of Policy Development
1400 E. Washington Ave.
PO Box 8366
Madison WI 53708-8366

Phone: 608-266-2112
Web: http://dsps.wi.gov
Email: dsps@wisconsin.gov

Scott Walker, Governor
Dave Ross, Secretary

BOARD OF NURSING
Room 121A, 1400 East Washington Avenue, Madison
Contact: Dan Williams (608) 266-2112
June 12, 2014

Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of actions and deliberation of the Board.

8:00 A.M.

AGENDA

CALL TO ORDER – ROLL CALL – OPEN SESSION

A. **Adoption of the Agenda (1-5)**

B. **Approval of the Minutes of May 8, 2014 (6-16)**

C. **Administrative Matters – Discussion and Consideration**
1) Staff Updates
   a. Appointment of Screening Panel members **(17)**
2) Nursing Forward Newsletter **(18-26)**
   a. Review of Report of Transmission and Recipient Feedback **(27-32)**
   b. Transition of Newsletter Production Responsibilities – Introduction of Joshua Archiquette, Executive Staff Assistant
   c. Discuss Production and Deadlines for the Next Newsletter
3) Board Member – Term Expiration Date
   a. Paul Abegglen – 7/1/2015
   b. Julie Ellis – 7/1/2015
   c. Maria Joseph – 7/1/2013
   d. Sheryl Krause – 7/1/2014
   e. Jeffrey Miller – 7/1/2016
   f. Julia Nelson – 7/1/2014
   g. Lillian Nolan – 7/1/2015
   h. Cheryl Streeter – 7/1/2017
   i. Public member – vacancy

D. **Complaint Filed with the Board Against Herzing (Brookfield/Kenosha) – Discussion and Review (33-621)**

E. **Quarter 1 2014 NCLEX Pass Rate Data (622-629)**

F. **Legislative and Administrative Rule Matters – Discussion and Consideration**

1) Adopt CR 13-098 Relating to Nurse Licensure Compact **(630-636)**
2) Adopt CR 14-002 Relating to Licensure **(637-649)**
3) Update on JCRAR Review of 13-097 Relating to Unprofessional Conduct **(650-658)**
4) Update on JCRAR Review of CR 14-004 Relating to School Approval **(659-673)**
5) Update on Pending and Possible Rule Projects

G. **Speaking Engagement(s), Travel, or Public Relations Request(s) – Discussion and Consideration**

1) 2014 Annual Meeting of the NLC Administrators (August 12, 2014) **(674)**
2) 2014 NCSBN Annual Meeting (August 13-15, 2014) **(675)**

H. Discussion and Consideration of Items Received After Preparation of the Agenda:

1) Introductions, Announcements, and Recognition
2) Presentations of Petition(s) for Summary Suspension
3) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
4) Presentation of Final Decision and Order(s)
5) Informational Item(s)
6) DLSC Matters
7) Status of Statute and Administrative Rule Matters
8) Education and Examination Matters
9) Credentialing Matters
10) Practice Questions
11) Legislation / Administrative Rule Matters
12) Liaison Report(s)
13) Speaking Engagement(s), Travel, or Public Relations Request(s)
14) Consulting with Legal Counsel

I. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85(1)(b), Stats.); to consider closing disciplinary investigations with administrative warnings (ss. 19.85 (1)(b), and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and to confer with legal counsel (s. 19.85(1)(g), Stats.).

J. **Deliberation of Division of Legal Services and Compliance Matters**

1) **Monitoring matters including but not limited to; Modifications, Reinstatements, and consideration of Board Order violations**
   a. Christine Bertin, L.P.N. – Surrendering License **(676-683)**
   b. Samantha Connaughty, R.N. – Modification of Practice Limitations **(684-691)**
   c. Denise Denton, R.N. – Modification of Practice Limitations (Impairment) **(692-715)**
   d. Laura Feichtner, R.N. – Full Reinstatement of Licensure (Impairment) **(716-739)**
   e. Elizabeth Forward, R.N. – Full Reinstatement of Licensure (Impairment) **(740-767)**
   f. Robert Kennison, R.N. – Full Reinstatement of Licensure **(768-788)**
   g. Ann Stanton, R.N. – Full Reinstatement of Licensure (Impairment) **(789-814)**
   h. Mary Jo Trunnell, R.N. – Full Reinstatement of Licensure (Impairment) **(815-842)**

2) **Proposed Stipulations, Final Decisions and Orders**
   a. 12 NUR236 (G.P.K.) **(843-848)**
   b. 12NUR447 (S.Y.G.) **(849-854)**
   c. 13NUR254 (J.M.R.) **(855-861)**
   d. 13NUR320 (W.A.K.) **(862-871)**
   e. 13NUR399 (J.A.S.) **(872-878)**
   f. 13NUR412 (C.A.H.) **(879-886)**
   g. 13NUR680 (N.A.K.) **(887-895)**
   h. 14NUR059 (A.R.E.) **(896-901)**
   i. 14NUR080 (T.M.L.) **(902-914)**
   j. 14NUR100 (S.E.F.) **(915-922)**
   k. 14NUR103 (R.L.R.) **(923-928)**
   l. 14NUR108 (A.K.M.) **(929-937)**
   m. 14NUR121 (M.K.E.) **(938-943)**

3) **Proposed Administrative Warnings**
   a. 14NUR051 (C.A.L.) **(944-945)**
   b. 14NUR211 (D.K.) **(946-947)**

4) **Case Status Report** **(948-954)**

5) **Case Closures**
   a. Prescreening Closure List **(955-981)**

K. **Deliberation of Proposed Final Decisions and Orders**

1) Diane Hiller, R.N., Respondent – (DHA Case # SPS-13-0011) (DLSC Case # 12NUR019) **(982-1014)**
2) Kathleen M. Turner, L.P.N., Respondent – (DHA Case # SPS-13-0033) (DLSC Case # 13NUR022) **(1015-1027)**
3) Becky L. Riiser, Respondent – (DHA#SPS-13-0030) (DLSC Case# 13NUR326) **(1028-1050)**

L. **Deliberation of Credentialing Matters**

1) Alexandra Wendelborn – Competency Review **(1051-1098)**
2) Janice Roskos – Competency/Refresher Course Review **(1099-1120)**
3) Kathy Wandsnider – Competency/Refresher Course Review **(1121-1128)**
4) Kirsten Faith – Competency/Refresher Course Review **(1129-1141)**
5) Leigh Bell – Discipline Review **(1142-1217)**
6) Michael Hoff – Competency/Refresher Course Review **(1218-1230)**
7) Nimmer Plourde – Conviction Review **(1231-1261)**
8) Rebecca Wallace – Competency/Refresher Course Review **(1262-1271)**
9) Rita Gray – Competency/Refresher Course Review **(1272-1300)**

M. Deliberation of Items Received After Preparation of the Agenda

1) Professional Assistance Procedure (PAP)
2) Monitoring Matters
3) Administrative Warnings
4) Review of Administrative Warning
5) Proposed Stipulations, Final Decisions and Orders
6) Proposed Final Decisions and Orders
7) Orders Fixing Costs/Matters Related to Costs
8) Petitions for Summary Suspension
9) Petitions for Re-hearings
10) Complaints
11) Examination Issues
12) Credential Issues
13) Appearances from Requests Received or Renewed
14) Motions
15) Consulting with Legal Counsel

RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION
Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

N. **Board Meeting Process (Time Allocation, Agenda Items) – Discussion and Consideration**
   a. August Meeting Cancellation
   b. Possible Summary Suspension hearing dates

O. Board Strategic Planning and its Mission, Vision, and Values – Discussion and Consideration

P. DLSC Paperless Screening Panel Initiative

ADJOURNMENT

The next scheduled meeting is July 10, 2014.

BOARD OF NURSING
MEETING MINUTES
May 8, 2014

PRESENT: Julia Nelson, Julie Ellis, Jeffrey Miller, Lillian Nolan, Sheryl Krause, Cheryl Streeter

EXCUSED: Maria Joseph, Paul Abegglen,

STAFF: Dan Williams – Executive Director; Matt Guidry – Bureau Assistant; Pamela Stach – Board Legal Counsel, and other DSPS Staff

CALL TO ORDER

Julia Nelson called the meeting to order at 8:06 a.m. A quorum of six (6) members was confirmed.

ADOPTION OF AGENDA

Remove item "J.1 Alexandra Wendelborn" from the agenda.

MOTION: Jeffrey Miller moved, seconded by Sheryl Krause, to adopt the agenda as amended. Motion carried unanimously.

APPROVAL OF MINUTES OF APRIL 10, 2014

Amendment to the minutes to motion on page 9 of the agenda related to "Varnes" to add a note of who voted in opposition: Julie Ellis, Julia Nelson**.**

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to approve the minutes of April 10, 2014 as amended. Motion carried unanimously.

APPOINTMENT OF LIAISON

The Chair appoints the following member to:

LIAISON APPOINTMENT	
Credentialing Liaison	Julia Nelson, Paul Abegglen

MOTION: Jeffrey Miller moved, seconded by Sheryl Krause, to acknowledge the appointment of Paul Abegglen as the Credentialing Liaison. Motion carried unanimously.

DRAFT

HERZING – BROOKFIELD/KENOSHA

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to acknowledge the appearance of representatives from Herzing University – Brookfield Kenosha by Justin Hern, Dr. Elizabeth Markham, Brenda Kutzke. Motion carried unanimously.

MOTION: Julie Ellis moved, seconded by Jeffrey Miller, to request more information from Herzing University – Brookfield Kenosha related to the school policies regarding student admissions, retention, clinical placement, administrative decision making and appeal process with the appearance of Dr. George at the June 2014 Board meeting. Note the materials should be received to Dan Williams by May 30, 2014. Motion carried unanimously.

CLOSED SESSION

MOTION: Jeffrey Miller moved, seconded by Sheryl Krause, to convene to closed session to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warning (ss.19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and, to confer with legal counsel (s.19.85(1)(g), Stats.). Julia Nelson read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Julia Nelson – yes; Julie Ellis-yes; Lillian Nolan-yes; Jeffrey Miller-yes; Sheryl Krause-yes; and Cheryl Streeter – yes. Motion carried unanimously.

The Board convened into Closed Session at 9:10 a.m.

RECONVENE TO OPEN SESSION

MOTION: Cheryl Streeter moved, seconded by Jeffrey Miller, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 3:42 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to affirm all motions made in closed session. Motion carried unanimously.

DRAFT

MONITORING

Diane Hollick, R.N. (Appearance) – Requesting Reconsideration of Reinstated Treatment Requirement

MOTION: Julie Ellis moved, seconded by Jeffrey Miller, to deny the appeal of Diane Hollick of the Boards Order of March 24, 2014 which reinstated treatment pursuant to the terms of the order dated June 5, 2008. Motion carried unanimously.

Gold Omereonye, R.N. (Appearance) – Requesting Full Licensure

MOTION: Julie Ellis moved, seconded by Lillian Nolan, to deny the request of Gold Omereonye for Full Licensure and refer the matter to DLSC for potential violation of paragraph A and E of the Board Order dated July 21, 2011. Motion carried unanimously.

Carrie Voss, R.N., APNP (Appearance) – Requesting Full Licensure

MOTION: Lillian Nolan moved, seconded by Cheryl Streeter, to deny the request of Carrie Voss for Full Licensure. **Reason for Denial**: insufficient time under the Order to demonstrate adequate compliance. Motion carried unanimously.

Richard Waschbisch, R.N. (Appearance) – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Sheryl Krause, to deny the request of Richard Waschbisch for Full Licensure and termination of work reports. The Board grants a reduction of alcohol and drug screens to thirty-six (36) per year. **Reason for Denial**: insufficient time under the Order to demonstrate adequate compliance since the suspension from April 27, 2011 to March 24, 2014. Motion carried unanimously.

Julie Birtzer, R.N. – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to grant the request of Julie Birtzer for Full Licensure. Motion carried unanimously.

Laura Nigh, R.N. – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to grant the request of Laura Nigh for Full Licensure. Motion carried unanimously.

Theresa Hineline, R.N. – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to grant the request of Theresa Hineline for Full Licensure. Motion carried unanimously.

DRAFT

Jennifer Kirkpatrick, R.N. – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to grant the request of Jennifer Kirkpatrick for Full Licensure. Motion carried unanimously.

Todd Rademan, R.N. – Requesting Full Licensure

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to grant the request of Todd Rademan for Full Licensure. Motion carried unanimously.

Paula Salkin, R.N. – Requesting Full Licensure

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to deny the request of Paula Salkin for Full Licensure and refer the matter to DLSC for potential violation of the Board Order. **Reason for Denial**: insufficient time under the Order to demonstrate adequate compliance. Motion carried unanimously.

Adam Zlotocha, R.N. – Requesting Full Licensure

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to grant the removal of all limitations imposed by Order dated April 29, 2009 for Adam Zlotocha. Motion carried unanimously.

Matthew Elliott, R.N. – Requesting Reduction in Screens and Length of Order, Access to Controlled Substances

MOTION: Lillian Nolan moved, seconded by Cheryl Streeter, to deny the request of Matthew Elliott for reduction in the length of the Order, and Access to Controlled Substances. The Board grants the request for reduction of drug and alcohol screens to 36 per year. **Reason for Denial**: insufficient time under the Order to demonstrate adequate compliance. Motion carried unanimously.

Linda Galarza, R.N. – Requesting Termination of Treatment Requirement

MOTION: Jeffrey Miller moved, seconded by Cheryl Streeter, to deny the request of Linda Galarza for Termination of Treatment Require. **Reason for Denial**: Recent positive drug and alcohol screens indicate a need for continued treatment. Motion carried unanimously.

Hedy Klinger, R.N. – Requesting Reduction in Screens

MOTION: Julie Ellis moved, seconded by Jeffrey Miller, to grant the request of Hedy Klinger for reduction in drug and alcohol screens to thirty-six (36) per year. Motion carried unanimously.

DRAFT

Brenda Martens, L.P.N. – Requesting Termination of Treatment

MOTION: Jeffrey Miller moved, seconded by Julie Ellis, to deny the request of Brenda Martens for Termination of Treatment. **Reason for Denial**: insufficient time under the Order to demonstrate adequate compliance since the stay of suspension in April 2014. Motion carried unanimously.

Kathleen Preston, L.P.N. – Requesting Reduction in Screens

MOTION: Lillian Nolan moved, seconded by Cheryl Streeter, to grant the request of Kathleen Preston for reduction in drug and alcohol screens to fourteen (14) per year. Motion carried unanimously.

Sue Schindler, R.N. – Requesting Reduction in Screens

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to grant the request of Sue Schindler for reduction in drug and alcohol screens to thirty-six (36). Motion carried unanimously.

Susan St. Catherine, L.P.N. – Requesting Reduction in Screens

MOTION: Jeffrey Miller moved, seconded by Julie Ellis, to grant the request of Susan St. Catherine for Reduction in drug and alcohol screens to fourteen (14). Motion carried unanimously.

STIPULATIONS, FINAL DECISIONS AND ORDERS

A.M.S. – 12NUR236

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against A.M.S. – 12NUR236. Motion carried unanimously.

L.A.W. – 12NUR524

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against L.A.W. – 12NUR524. Motion carried unanimously.

P.A.G. – 12NUR579

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against P.A.G. – 12NUR579. Motion carried unanimously.

P.J.C. – 12NUR591

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against P.J.C. – 12NUR591. Motion carried unanimously.

DRAFT

D.L.B. – 13NUR080

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against D.L.B. – 13NUR080. Motion carried unanimously.

K.R.P. – 13NUR120

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against K.R.P. – 13NUR120. Motion carried unanimously.

L.M.R. – 13NUR238

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against L.M.R. – 13NUR238. Motion carried unanimously.

M.T.M. – 13NUR240

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against M.T.M. – 13NUR240. Motion carried unanimously.

J.M.G. – 13NUR487

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against J.M.G. – 13NUR487. Motion carried unanimously.

R.A.K. – 13NUR503

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against R.A.K. – 13NUR503. Motion carried unanimously.

S.J.K. – 13NUR612

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against S.J.K. – 13NUR612. Motion carried unanimously.

DRAFT

J.A.M. – 13NUR686

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against J.A.M. – 13NUR686. Motion carried unanimously.

H.M.L. – 13NUR692

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to accept the Findings of Fact, Conclusions of Law and Order in the matter of disciplinary proceedings against H.M.L. – 13NUR692. Motion carried unanimously.

ADMINISTRATIVE WARNINGS

MOTION: Julie Ellis moved, seconded by Lillian Nolan, to issue an Administrative Warning in the matter of DLSC case number 13NUR631 – D.D.C. Motion carried unanimously.

CASE CLOSURES

13NUR703 – D.W.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR703 – D.W. for no violation. Motion carried unanimously.

14NUR030 – S.T.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR030 – S.T. for prosecutorial discretion (P7). Motion carried unanimously.

14NUR067 – L.W.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR067 – L.W. for no violation. Motion carried unanimously.

13NUR690 – T.V-L.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR690 – T.V-L. for no violation. Motion carried unanimously.

14NUR134 – UNKNOWN

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR134 – UNKNOWN for no jurisdiction. Motion carried unanimously.

13NUR516 – D.B.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR516 – D.B. for insufficient evidence. Motion carried unanimously.

DRAFT

14NUR094 – L.E.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR094 – L.E. for no violation. Motion carried unanimously.

14NUR021 – C.F.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR021 – C.F. for prosecutorial discretion (P3). Motion carried unanimously.

14NUR019 – S.O.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR019 – S.O. for no violation. Motion carried unanimously.

13NUR640 – C.C.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR640 – C.C. for insufficient evidence. Motion carried unanimously.

13NUR441 – D.W.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR441 – D.W. for no violation. Motion carried unanimously.

12NUR617 – T.H.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 12NUR617 – T.H. for prosecutorial discretion (P2). Motion carried unanimously.

13NUR012 – L.M.H.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR012 – L.M.H. for insufficient evidence. Motion carried unanimously.

13NUR423 – S.H.T.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR423 – S.H.T. for prosecutorial discretion (P5 with a flag). Motion carried unanimously.

13NUR474 – B.B.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 13NUR474 – B.B. for insufficient evidence. Motion carried unanimously.

DRAFT

13NUR647 – L.Z.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to table DLSC case number 13NUR647 – L.Z. for more information from the case advisor who is not in attendance. Motion carried unanimously.

14NUR048 – W.H.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR048 – W.H. for prosecutorial discretion (P7). Motion carried unanimously.

14NUR090 –B.S.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR090 –B.S. for insufficient evidence. Motion carried unanimously.

14NUR101 – M.F.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR101 – M.F. for prosecutorial discretion (P7). Motion carried unanimously.

14NUR113 – J.K.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR113 – J.K. for insufficient evidence. Motion carried unanimously.

14NUR104 – J.M.

MOTION: Julie Ellis moved, seconded by Sheryl Krause, to close DLSC case number 14NUR104 –J.M. for prosecutorial discretion. Motion carried unanimously.

ADMINISTRATIVE LAW JUDGE PROPOSED FINAL DECISIONS AND ORDERS

MOTION: Julie Ellis moved, seconded by Lillian Nolan, to table deliberation on the Proposed Decision and request access to the full transcript for purposes of review in the matter of disciplinary proceedings against Becky L. Riiser, Respondent – (DHA#SPS-13-0030) (DLSC Case# 13NUR326). The Board wishes access to this transcript as soon as possible. Motion carried unanimously.

MOTION: Jeffrey Miller moved, seconded by Sheryl Krause, to adopt the Findings of Fact, Conclusions of Law, and Proposed Decision and Order in the matter of disciplinary proceedings against Tracy L. Watson, L.P.N., Respondent – (DHA case# SPS-14-0003) (DLSC Case# 12NUR174). Motion carried unanimously.

DRAFT

CREDENTIALING MATTERS

Amanda Williams – Conviction Review

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to grant initial licensure as a Professional Nurse to Amanda Williams, once all requirements are met. Motion carried unanimously.

Connie Chapin – Discipline Review

MOTION: Sheryl Krause moved, seconded by Jeffrey Miller, to grant initial licensure by endorsement as a Professional Nurse to Connie Chapin, once all requirements are met. Motion carried unanimously.

Jana Jungwirth – Conviction Review

Cheryl Streeter recused herself from discussion, deliberation, and voting in the matter of Jana Jungwirth.

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to deny the application for initial licensure of Jana Jungwirth. **Reason for Denial:** Convictions are substantially related. Motion carried unanimously.

Kathy Wandsnider – Competency Review

MOTION: Lillian Nolan moved, seconded by Sheryl Krause, to table the application matters of Kathy Wandsnider until more information regarding review of refresher courses has been received. Motion carried unanimously.

Nakeisha McNair – Conviction Review

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to grant the application for licensure as a Practical Nurse of Nakeisha McNair, once all requirements are met. Motion carried unanimously.

Rebecca Wallace – Competency Review

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to table the application matters of Rebecca Wallace until more information regarding review of refresher courses has been received. Motion carried unanimously.

Rita Gray – Reconsideration

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to table the application matters of Rita Gray until more information regarding review of refresher courses has been received. Motion carried unanimously.

DRAFT

Stacey Chapman – Conviction Review

MOTION: Sheryl Krause moved, seconded by Julie Ellis, to grant the application for licensure as a Practical Nurse of Stacey Chapman, once all requirements are met. Motion carried unanimously.

BOARD STRATEGIC PLANNING

DLSC PAPERLESS SCREENING PANEL INITIATIVE PRESENTATION

ADJOURNMENT

MOTION: Cheryl Streeter moved, seconded by Jeffrey Miller, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 4:08 p.m.

DRAFT

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:	2) Date When Request Submitted:
Dan Williams	Items will be considered late if submitted after 4:30 p.m. and less than: ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others

3) Name of Board, Committee, Council, Sections:

Wisconsin Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
6/12/14	☐ Yes ☐ No	Appoint Screening panel members for July though the January 2015 meeting – Discussion and Consideration

7) Place Item in:	8) Is an appearance before the Board being scheduled? If yes, who is appearing?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes by ☒ No	N/A

10) Describe the issue and action that should be addressed:

2014 SCREENING PANEL APPOINTMENTS	
February-June 2014	Sheryl Krause, Julie Ellis, Lillian Nolan
July-December 2014	Table until the June 2014 meeting

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Kimberly Wood, Program Assistant Supervisor-Adv.	2) Date When Request Submitted: 5/21/2014 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting

3) Name of Board, Committee, Council, Sections:

Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
6/12/2014	☒ Yes ☐ No	Nursing Forward Newsletter • Review Report of Transmission and Recipient Feedback • Transition of Newsletter Production Responsibilities – Introduction of Joshua Archiquette, Executive Staff Assistant • Discuss Production and Deadlines for the Next Newsletter

7) Place Item in:	8) Is an appearance before the Board being scheduled?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☒ Yes (Fill out Board Appearance Request) ☐ No	N/A

10) Describe the issue and action that should be addressed:

Discuss the recent Transmission of the Nursing Forward Newsletter and review recipient feedback

Introduce Joshua Archiquette who will be assuming responsibility for newsletter production

Discuss production of next newsletter, identify articles and assign drafting responsibilities

11) Authorization

Kimberly Wood	5/21/2014
Signature of person making this request	Date
Supervisor (if required)	Date
Executive Director signature (indicates approval to add post agenda deadline item to agenda)	Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.

Revised 8/13

Nursing Forward

A publication of the Wisconsin Board of Nursing (BON) May 2014

Legislation & Rules Committee Update

*By **Jeffrey Miller, Chair-Legislation & Rules Committee***

It is both an honor and a privilege to serve as the Vice Chair of the Wisconsin Board of Nursing and the Chair of the Legislation and Rules Committee. I was appointed to the Wisconsin State Board of Nursing over one and a half years ago and have found this to be a growth experience both personally and professionally. I am currently an APNP in the Department of Psychiatry and Behavioral Medicine at the Medical College of Wisconsin and I am ANCC certified in mental health and HIV. I also have had extensive administrative experience, teach part time at Marquette University and have numerous publications in the areas of HIV and nursing.

One of the roles of the Legislation and Rules Committee is to review proposed legislation coming before the Legislature which may impact the nursing profession. It is our responsibility to review the proposed legislation, update the full Board of Nursing and, if needed, provide a response to the legislature.

Another role of the Committee is to review the current nursing statutes and rules which consumes the bulk of our time. This has been the primary focus of the committee's work over the past few months and has resulted in many proposed revisions. Specifically, we have been reviewing the State of Wisconsin Statute Chapter 441, which is the Nurse Practice Act. In addition, the committee has been working on amending N1 (Program Approval for Schools of Nursing), N2 (Licensure by Examination), N3 (Licensure by Endorsement), and N7 (Rules of Conduct), and creating N9 (Nurse Licensure Compact). The revisions are based on the need to ensure that the statutes and rules reflect modern practice and technology; continue to protect the public; and serve as a guideline for nurses. Multiple resources are taken into consideration as changes are suggested including recommendations from the National Council of State Boards of Nursing (NCSBN), the Consensus Model for APRN Regulation, comparisons with other States, and public comment.

As constituents, you all have the ability to provide input and feedback into the process. When the changes were drafted to the aforementioned rules, they were submitted to the Clearinghouse and there were public hearings to obtain feedback on the revisions. Based on the

Jeffrey Miller

*Please see **Committee**, page 3*

BON Chair's Corner

*By **Julia Nelson***

Inaugural Issue of Nursing Forward

Julia Nelson

It is with great pleasure that I introduce the inaugural issue of Nursing Forward, the new regulatory newsletter for the Wisconsin Board of Nursing

The Nursing Board is a statutory agency of the State of Wisconsin. It works with DSPS (Department of Safety and Professional Services) in the critical task of regulatory excellence for over 80,000 nurses in the State. It is a volunteer board of nine highly motivated and dedicated individuals.

I began my appointment to the Board of Nursing in June of 2008 and was elected chair in December 2011. When I began my first term with the Board, the focus was on assisting with the high numbers of disciplinary cases, researching and responding to practice questions and working with the Impaired Nurses Professional Program. The Board has significantly changed focus in the

*Please see **Chair**, page 2*

Board of Nursing Membership and Staff Assignments

The Board of Nursing consists of 9 members. The members are appointed by the Governor and confirmed by the Senate.

Board Members:

Julia Nelson, Chair (Boscobel)
Jeffrey Miller, Vice-Chair (Cedarburg)
Lillian Nolan, Secretary, Public Member (Fond du Lac)
Paul Abegglen, Registered Nurse Member (Waukesha)
Julie Ellis, Registered Nurse Member (New Berlin)
Maria Joseph, Licensed Practical Nurse Member (Madison)
Sheryl Krause, Registered Nurse Member (Cottage Grove)
Cheryl Streeter, Licensed Practical Nurse Member (Van Dyne)
Vacant, Public Member

Information on how to apply for appointment to the Wisconsin Board of Nursing can be found through the Office of the Governor:
http://walker.wi.gov/governor-office/apply-to-serve/boards-commissions

Department of Safety and Professional Services (DSPS)

Administrative Staff:

Dan Williams, Executive Director
Pamela Stach, Legal Counsel
Jelena Gagula, Bureau Assistant

Executive Staff:

Dave Ross, Secretary
Bill Wendle, Deputy Secretary
Tom Engels, Assistant Deputy Secretary

The Board meets monthly, typically the second Thursday of the month. Dates and times are announced on the DSPS website at http://dsps.wi.gov. Meeting agendas are posted to the website approximately one week prior to the meeting and identify open and closed session agenda items.

Chair's Corner

Continued from page 1

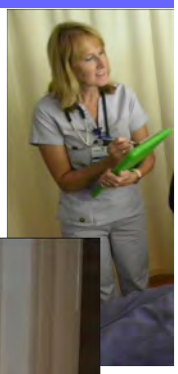
last few years. It has developed a mission, vision and values statement, and has adopted an official Board of Nursing seal. The Board has formed an active legislative committee to research and address the changes and updates to State Statute 441 and corresponding rules. One of the goals of this committee is to modernize the nurse practice act and rules to be more in line with the National Council of State Boards of Nursing (NCSBN), Model Nurse Practice Act. Another responsibility of the Board is to approve the growing number of new schools of nursing and to provide regulatory oversight to over forty schools currently operating throughout the State of Wisconsin. It also works closely with DSPS to modernize approaches to discipline. Recently the Board began piloting a regulatory decision tree to assist Board Members in the decision making process required in disciplinary cases. It is also aggressively examining practice issues and critically examining position papers to insure compliance with State Statutes and Rules.

With the ever changing environment in healthcare, nursing and nursing education nationwide, we look to the future and will strive to move Wisconsin nursing forward.

Combining Careers:

A biography from the creator of the Board of Nursing Logo

By Cheryl McCune, RN



Cheryl McCune has been a RN for almost 10 years at Prairie du Chien Memorial Hospital in Prairie du Chien, WI. This is a second career for Cheryl as she has a BA degree in Commercial Art and Advertising and has worked for advertising agencies and newspapers in the past. Life changes prompted her to make a career change and Cheryl got her Nursing Degree from Southwest Tech in Wisconsin in 2004. Combining nursing and art has been a specialty of Cheryl's and she has designed various projects for the Hospital when needed. She designed the Wisconsin Board of Nursing Seal and is also known for her "Fact Mats." Fact Mats are colorful placemats put at patient's bedside with major diagnoses such as CHF, COPD, Diabetes, etc., for educational purposes. Cheryl is truly thrilled with her new career in nursing and being given the opportunity to combine her skills in both fields.

A wealth of useful information is available on the Department of Safety and Professional Services website at: http://dsps.wi.gov

Do you have a change of name or address?
Licensees can update name or address information on the Department website at https://online.drl.wi.gov/UserLogin.aspx. Please note that confirmation of change is not automatically provided. Legal notices will be sent to a licensee's address of record with the Department.

Telephone Directory:
Call the Department of Safety and Professional Services toll-free (877) 617-1565, or (608) 266-2112 if you are in Madison, then follow the instructions to connect with the service you need.

Thank you, Kay Coppens, LPN

The Board would like to extend a special thank you for the service of Kay Coppens, LPN who served from 2010 through 2013, just recently retiring from the Board. Kay served on both the Practice and Education committees and was a valued resource for her substance abuse expertise.

She began working as an LPN in 1966 and worked in med-surg, peds OB, as a scrub OR nurse, rehab, burns, hospice, nursing home and home health. She often worked two or three jobs at a time. She took extra training and worked in ICU and in detox, chemical dependency treatment and psychiatric nursing.

Kay retired after 46 years at the VA in Milwaukee. Kay is a blessing to nursing and served the citizens of Wisconsin well while on the State Board of Nursing.

Committee

Continued from Page 1

feedback from the Clearinghouse and the public hearings, the final revisions were submitted to the Governor's Office for his approval to submit to Legislature. As of this writing, N2, 3, and 9 received approval to submit to the Legislature and are currently under Legislative review.

I look forward to continuing our work on the legislative process for the Board of Nursing, with the goal of revising N5, 6, and 8 in 2014.

Enforcement Actions of the Board of Nursing

Disciplinary options available to the Board include:

Reprimand–A public warning of the licensee for a violation.

Limitation of License–Imposes conditions and requirements upon the licensee, imposes restrictions on the scope of the practice, or both.

Suspension–Completely and absolutely withdraws and withholds for a period of time all rights, privileges and authority previously conferred by the credential.

Revocation–To completely and absolutely terminate the credential and all rights, privileges and authority previously conferred by the credential.

Non-disciplinary options available to the Board include:

Administrative Warning–Issued if a violation is of a minor nature, a first occurrence and the warning will adequately protect the public. The issuance of an Administrative Warning is public information, however the reason for issuance is not.

Remedial Education Order–Issued when there is reason to believe that the deficiency can be corrected with remedial education, while sufficiently protecting the public.

Board Orders

January - May 2014

(1 of 5)

Order No	Order Date	Respondent	Profession
ORDER0003226	5/16/2014	Harris, Coretta	Registered Nurse
ORDER0003227	5/16/2014	Harris, Vicki L.	Registered Nurse
ORDER0003212	5/8/2014	Blazier, Dawn L.	Registered Nurse
ORDER0003210	5/8/2014	Carter, Paula J.	Registered Nurse
ORDER0003215	5/8/2014	Gilk, Joel M.	Registered Nurse
ORDER0003213	5/8/2014	Greenwald, Patti A.	Registered Nurse
ORDER0003216	5/8/2014	Kozisek, Sara J.	Registered Nurse
ORDER0003208	5/8/2014	Kurth, Robin A.	Licensed Practical Nurse
ORDER0003214	5/8/2014	Lang, Heather M.	Registered Nurse
ORDER0003211	5/8/2014	Mamula, Michelle T.	Registered Nurse
ORDER0003219	5/8/2014	Martin, Julie A.	Registered Nurse
ORDER0003220	5/8/2014	Provo, Kelly Rae	Licensed Practical Nurse
ORDER0003209	5/8/2014	Rappa, Leona M.	Licensed Practical Nurse
ORDER0003217	5/8/2014	Schoepke, Amy M.	Registered Nurse
ORDER0003221	5/8/2014	Watson, Tracy L.	Licensed Practical Nurse
ORDER0003218	5/8/2014	Wood, Laura Anne	Registered Nurse
ORDER0003108	5/5/2014	Chenery, Joanne M.	Registered Nurse

Board Orders

January - May 2014

(2 of 5)

Order No	Order Date	Respondent	Profession
ORDER0003018	5/5/2014	Kloss, Barbara A.	Registered Nurse
ORDER0003113	5/5/2014	Long, Jenny M.	Licensed Practical Nurse
LS0809042NUR	4/21/2014	Berry, Kathryn M.	Registered Nurse
ORDER0000762	4/21/2014	Blackbourn, Sally S.	Registered Nurse
LS0806182NUR	4/21/2014	Hansen, Barbara A.	Registered Nurse
ORDER0002382	4/21/2014	Malcook, Brandi J.	Licensed Practical Nurse
LS09022613NUR	4/21/2014	Meints, Jamie Lynn	Registered Nurse
ORDER0001067	4/21/2014	Mittelstadt, Kim A.	Registered Nurse
ORDER0001067	4/21/2014	Mittelstadt, Kim A.	Adv. Practice Nurse Prescriber
ORDER0001325	4/21/2014	Varnes, Todd M.	Registered Nurse
LS0901291NUR	4/21/2014	Wickline, Lisa M.	Registered Nurse
ORDER0001319	4/16/2014	Martens, Brenda Lee	Licensed Practical Nurse
LS0907245NUR	4/15/2014	Roediger, Sherill Lynn	Registered Nurse
ORDER0003144	4/14/2014	Giles, Sabrina Ck	Registered Nurse
ORDER0003138	4/10/2014	Gliszinski, Rachel J.	Licensed Practical Nurse
ORDER0003140	4/10/2014	Jones, Eleanor S.	Licensed Practical Nurse
ORDER0003141	4/10/2014	Lindauer, Sheila M.	Registered Nurse
ORDER0003143	4/10/2014	Rich, Amy E.	Registered Nurse
ORDER0003139	4/10/2014	Rowin-fox, Angelica M.	Registered Nurse
ORDER0003142	4/10/2014	Story, Judy M.	Registered Nurse
ORDER0003021	4/9/2014	Northwood, Melissa L.	Registered Nurse
ORDER0000885	3/25/2014	Malcomson, Annette M.	Registered Nurse
LS0807242NUR	3/24/2014	Collins, Donna M.	Registered Nurse
ORDER0000197	3/24/2014	Gustafson, Jill Michelle	Registered Nurse
ORDER0002553	3/24/2014	Hanson, Stacey M.	Registered Nurse
LS0806058NUR	3/24/2014	Hollick, Diane M.	Registered Nurse
ORDER0002702	3/24/2014	Kopp, Paula L.	Registered Nurse
LS0904027NUR	3/24/2014	Lubich, Theresa Marie	Licensed Practical Nurse
LS0512161NUR	3/24/2014	Mangold, Angela Jane	Registered Nurse
LS0812041NUR	3/24/2014	Roberts, Serilda D.	Registered Nurse
LS0708309NUR	3/24/2014	Waschbisch, Richard J.	Registered Nurse
LS08060516NUR	3/24/2014	White, Chad E.	Licensed Practical Nurse
ORDER0000454	3/24/2014	Williamson, Leta D.	Licensed Practical Nurse
ORDER0002874	3/19/2014	Herbst, Beth A.	Registered Nurse
ORDER0003110	3/13/2014	Ashe, Michael Nelson	Registered Nurse

You may search for any of the Board Orders listed herein on the Department's website by using the links below:

Board Order Search: ***https://online.drl.wi.gov/orders/searchorders.aspx***

Board Orders

January - May 2014

(3 of 5)

Order No	Order Date	Respondent	Profession
ORDER0003115	3/13/2014	Butke, Sarah E.	Registered Nurse
ORDER0003108	3/13/2014	Chenery, Joanne M.	Registered Nurse
ORDER0003112	3/13/2014	Esch, Jeni L.	Registered Nurse
ORDER0003109	3/13/2014	Fabry, Lindy V.	Registered Nurse
ORDER0003113	3/13/2014	Long, Jenny M.	Licensed Practical Nurse
ORDER0003111	3/13/2014	Lopez, Meredith A.	Registered Nurse
ORDER0003106	3/13/2014	Niecko, Melissa A.	Registered Nurse
ORDER0003106	3/13/2014	Niecko, Melissa A.	Licensed Practical Nurse
ORDER0003107	3/13/2014	Radtke, Laura A.	Licensed Practical Nurse
ORDER0003104	3/13/2014	Semling, Katie L.	Licensed Practical Nurse
ORDER0003104	3/13/2014	Semling, Katie L.	Registered Nurse
ORDER0003116	3/13/2014	Tousignant, Patrick A.	Registered Nurse
ORDER0003116	3/13/2014	Tousignant, Patrick A.	Adv. Practice Nurse Prescriber
ORDER0003114	3/13/2014	Wing, Amanda L.	Registered Nurse
ORDER0002955	3/13/2014	Woods, Stacy L.	Registered Nurse
ORDER0003105	3/13/2014	Zlotocha, Adam C.	Registered Nurse
ORDER0003103	3/10/2014	Sayles, Kathleen M.	Registered Nurse
ORDER0003102	3/10/2014	Whitehead, Valerie K.	Registered Nurse
ORDER0002758	3/6/2014	Breitbach, Julie A.	Registered Nurse
ORDER0003019	3/4/2014	Allen, Keeley M.	Registered Nurse
ORDER0002756	2/28/2014	Gonzales, Christine Ann	Registered Nurse
ORDER0000742	2/20/2014	Aguirre, Wendy J.	Registered Nurse
ORDER0000190	2/20/2014	Carson, Melissa L.	Licensed Practical Nurse
LS0810024NUR	2/20/2014	Cross, David P.	Registered Nurse
ORDER0002666	2/20/2014	Jankowski, Julie C.	Registered Nurse
ORDER0002868	2/20/2014	Jaslowski, Karen L.	Registered Nurse
ORDER0002249	2/20/2014	Kennedy, Kristine L.	Registered Nurse
ORDER0001132	2/20/2014	Kennison, Robert R.	Registered Nurse
ORDER0002161	2/20/2014	Kenny-Bradley, Patricia A.	Registered Nurse
LS0805133NUR	2/20/2014	Klein, Larisa L.	Registered Nurse
ORDER0001944	2/20/2014	Koeppel, Amanda M.	Registered Nurse
ORDER0002782	2/20/2014	Mclatchie, Sandra L.	Registered Nurse
ORDER0002711	2/20/2014	Modder, Deborah A.	Registered Nurse
ORDER0002665	2/20/2014	Ortiz, David A.	Registered Nurse

You may search for any of the Board Orders listed herein on the Department's website by using the links below:

Board Order Search: ***https://online.drl.wi.gov/orders/searchorders.aspx***

Board Orders

January - May 2014

(4 of 5)

Order No	Order Date	Respondent	Profession
ORDER0002703	2/20/2014	Sterner, Carrie D.	Registered Nurse
ORDER0002656	2/20/2014	Stoiber, Margaret M.	Registered Nurse
LS09012212NUR	2/20/2014	Trunnell, Mary Jo	Registered Nurse
ORDER0002672	2/20/2014	Walthers, Kerri A.	Registered Nurse
LS0407297NUR	2/20/2014	Ward, Sherry L.	Registered Nurse
ORDER0002875	2/17/2014	Jahnke, Leda Cristina	Registered Nurse
ORDER0003020	2/13/2014	Bertin, Christine M.	Licensed Practical Nurse
ORDER0003011	2/13/2014	Bresser, Deborah S.	Registered Nurse
ORDER0002528	2/13/2014	Cumings, Joan W.	Registered Nurse
ORDER0002529	2/13/2014	Eagle, Michelle J.	Registered Nurse
ORDER0003014	2/13/2014	Farrar, Thomas B.	Registered Nurse
ORDER0003018	2/13/2014	Kloss, Barbara A.	Registered Nurse
ORDER0003012	2/13/2014	Knack, David M.	Registered Nurse
ORDER0003008	2/13/2014	Korb, Lisa M.	Registered Nurse
ORDER0003010	2/13/2014	Ladipo, Lizzi Y.	Registered Nurse
ORDER0003009	2/13/2014	Larsen, Rosanne M.	Registered Nurse
ORDER0003021	2/13/2014	Northwood, Melissa L.	Registered Nurse
ORDER0002492	2/13/2014	Owens, Sherrell	Licensed Practical Nurse
ORDER0003017	2/13/2014	Pool, Erin Lynn	Licensed Practical Nurse
ORDER0003024	2/13/2014	Rossi, Allyson K.	Registered Nurse
ORDER0002402	2/13/2014	Servais, Beverly A.	Licensed Practical Nurse
ORDER0003013	2/13/2014	Slusar, Joseph P.	Registered Nurse
ORDER0003025	2/13/2014	Smokowicz Salceda, Cheryl	Registered Nurse
ORDER0003015	2/13/2014	Tumnde, Brunhilda C.	Registered Nurse
ORDER0003022	2/13/2014	Uhr, Dale	Licensed Practical Nurse
ORDER0003023	2/13/2014	Warner, Lisa J.	Registered Nurse
ORDER0003016	2/13/2014	Watts, Robert B.	Registered Nurse
ORDER0002403	2/13/2014	White, Kay S.	Licensed Practical Nurse
ORDER0002470	2/13/2014	Zakopyko, Diane T.	Registered Nurse
ORDER0002751	1/28/2014	Peters, Kevin L.	Licensed Practical Nurse
LS0705231NUR	1/27/2014	Parker, Linda K	Registered Nurse
ORDER0000028	1/27/2014	Rusch, Luann Kay	Registered Nurse
ORDER0002955	1/21/2014	Woods, Stacy L.	Registered Nurse
ORDER0000390	1/17/2014	Anderson, Melissa S.	Registered Nurse
ORDER0002638	1/17/2014	Jordan, Constance J.	Registered Nurse
ORDER0002657	1/17/2014	Martorana, Audrey M.	Registered Nurse
LS07100411NUR	1/17/2014	Moesch, Diane L.	Registered Nurse
ORDER0002934	1/9/2014	Abbott, Kathleen M.	Licensed Practical Nurse

Board Orders

January - May 2014

(5 of 5)

Order No	Order Date	Respondent	Profession
ORDER0002938	1/9/2014	Grossbier, Deborah R.	Licensed Practical Nurse
ORDER0002937	1/9/2014	Mccallum, Margaret H.	Registered Nurse
ORDER0002936	1/9/2014	Reichert, Cheri Ann	Registered Nurse
ORDER0002932	1/9/2014	Sandin, Justine H.	RN Applicant
ORDER0002935	1/9/2014	Wagner, Vanessa R.	Registered Nurse
ORDER0002933	1/9/2014	Watrud, Renee Louise	Licensed Practical Nurse
ORDER0000032	1/7/2014	Bleichwehl, Kristin	Registered Nurse
LS0107091NUR	1/7/2014	Glynn, Gayle M.	Registered Nurse
ORDER0000992	1/7/2014	Omereonye, Gold Amarachi	Registered Nurse
LS0905079NUR	1/7/2014	Stanton, Ann E.	Registered Nurse
ORDER0000461	1/7/2014	Steinacker, Brooke Renee	Registered Nurse
ORDER0000629	1/7/2014	Denton, Denise A.	Registered Nurse
ORDER0001138	1/7/2014	Waloway, Jennifer L.	Registered Nurse
LS09120315NUR	1/2/2014	Feichtner, Laura J.	Registered Nurse

Report Dashboard - Report Dashboard - Windows Internet Explorer

http://lists.wi.gov/reports/dashboard.tml?sb=1&current_list=wi-dsps-nursing-newsletter

Report Dashboard

Reports : Report Dashboard

List(s): main : wi-dsps-nursing-n

Time Range: previous 1 month

Showing data in 'main : wi-dsps-nursing-newsletter' for previous 1 month.

Conversion Pipeline

Mailed, 100,004

Received, 96,453

Opens, 24,058

Clicks, 4,736

Summary Statistics

Delivery & Tracking Statistics

	Current Month		To Date		Monthly Average	
Attempted	100004				0.0	
Delivered	96453	(96%)			0.0	(0.0%)
Soft Bounces	0	(0.0%)			0.0	(0.0%)
Hard Bounces	0	(0.0%)			0.0	(0.0%)
Opens	24058	(24%)			0.0	(0.0%)
Clicks	4736	(5%)			0.0	(0.0%)
Page Views	0	(0.0%)			0.0	(0.0%)
Conversion	0	(0.0%)			0.0	(0.0%)

Mailing Performance

	Current Month		To Date		Monthly Average	
Subscribes	0	(0.0%)			0.0	(0.0%)
Unsubscribes	1	(0.0%)			0.0	(0.0%)
Forwards	9854	(10%)			0.0	(0.0%)
Referrals	0	(0.0%)			0.0	(0.0%)
Replies	0	(0.0%)			0.0	(0.0%)
Complaints	0	(0.0%)			0.0	(0.0%)

Engagement Index

Engagement 4K 0 Apr May

view data

Membership Health

Members 100K 0 Apr May

1 0 Apr May

Unsubscribes

New Members

Delivery

110K 0 Apr May

Mailed

Received

view data

Unique Opens & Clickthroughs

30K 0 Apr May

Unique Opens

Unique Clicks

view data

Lyris Technologies, Inc. | Email Marketing Software

"Take Control of Your Email Marketing"

Wood, Kimberly - DSPS

From: [redacted]
Sent: Wednesday, May 21, 2014 9:27 AM
To: Wood, Kimberly - DSPS
Subject: Re: Wisconsin Board of Nursing Newsletter - May 2014

Wow, this is great! Thanks

On May 21, 2014, at 8:25, "Kimberly Wood" [redacted] wrote:

> The May 2014 Nursing Forward Newsletter is now available online, and can be accessed at this site page:
> http://dsps.wi.gov/Boards-Councils/Board-Pages/Board-of-Nursing-Main-Page/Board-of-Nursing-Newsletters.
> For access to future versions of the Nursing Forward Newsletter, please consider saving the link above to your website 'Favorites'.
>
> The Wisconsin Board of Nursing publishes the Nursing Forward Newsletter as a service to Wisconsin Nursing licensees and other interested parties. The Nursing Forward Newsletter is designed to keep you abreast of changes in the regulatory environment and generally contains the following information:
>
> - -Summaries of new laws that impact nursing practices
> - -Listings of recently issued Board Orders
> - -Updates on the license renewal process
> - -An explanation of the regulatory process
> - -Resources available to licensees
> - -An update on the many Board of Nursing initiatives
>
> The newsletter is only available electronically and has been disseminated to licensed nurses in the State of Wisconsin who have a current e-mail address on file with the Department. We encourage you to forward this newsletter to anyone you think may be interested in this document.

Wood, Kimberly - DSPS

From: [redacted]
Sent: Wednesday, May 21, 2014 9:33 AM
To: Wood, Kimberly - DSPS
Subject: Re: Wisconsin Board of Nursing Newsletter - May 2014

Thanks and glad to see this!

On May 21, 2014 9:23 AM, "Kimberly Wood" [redacted] wrote:
The May 2014 Nursing Forward Newsletter is now available online, and can be accessed at this site page: http://dsps.wi.gov/Boards-Councils/Board-Pages/Board-of-Nursing-Main-Page/Board-of-Nursing-Newsletters. For access to future versions of the Nursing Forward Newsletter, please consider saving the link above to your website 'Favorites'.

The Wisconsin Board of Nursing publishes the Nursing Forward Newsletter as a service to Wisconsin Nursing licensees and other interested parties. The Nursing Forward Newsletter is designed to keep you abreast of changes in the regulatory environment and generally contains the following information:

- -Summaries of new laws that impact nursing practices
- -Listings of recently issued Board Orders
- -Updates on the license renewal process
- -An explanation of the regulatory process
- -Resources available to licensees
- -An update on the many Board of Nursing initiatives

The newsletter is only available electronically and has been disseminated to licensed nurses in the State of Wisconsin who have a current e-mail address on file with the Department. We encourage you to forward this newsletter to anyone you think may be interested in this document.

Wood, Kimberly - DSPS

From: [redacted]
Sent: Wednesday, May 21, 2014 10:17 AM
To: Wood, Kimberly - DSPS
Subject: Re: Wisconsin Board of Nursing Newsletter - May 2014

Congratulations on the newly formatted newsletter. I currently live in Chicago and hold licenses in both Illinois and Wisconsin. It will be great to keep up with what is going on 'up north' in such a readable and usable format. Congrats again!

Thanks,
[redacted]
Sent from my iPhone

On May 21, 2014, at 8:25 AM, "Kimberly Wood" [redacted] wrote:

> The May 2014 Nursing Forward Newsletter is now available online, and can be accessed at this site page:
> http://dsps.wi.gov/Boards-Councils/Board-Pages/Board-of-Nursing-Main-Page/Board-of-Nursing-Newsletters.
> For access to future versions of the Nursing Forward Newsletter, please consider saving the link above to your website 'Favorites'.
>
> The Wisconsin Board of Nursing publishes the Nursing Forward Newsletter as a service to Wisconsin Nursing licensees and other interested parties. The Nursing Forward Newsletter is designed to keep you abreast of changes in the regulatory environment and generally contains the following information:
>
> - Summaries of new laws that impact nursing practices
> - Listings of recently issued Board Orders
> - Updates on the license renewal process
> - An explanation of the regulatory process
> - Resources available to licensees
> - An update on the many Board of Nursing initiatives
>
> The newsletter is only available electronically and has been disseminated to licensed nurses in the State of Wisconsin who have a current e-mail address on file with the Department. We encourage you to forward this newsletter to anyone you think may be interested in this document.

Wood, Kimberly - DSPS

From: [redacted]
Sent: Wednesday, May 21, 2014 12:26 PM
To: Wood, Kimberly - DSPS
Subject: Re: Wisconsin Board of Nursing Newsletter - May 2014

Thank you!!!

Sent from my Verizon Wireless 4G LTE DROID

Kimberly Wood [redacted] wrote:

The May 2014 Nursing Forward Newsletter is now available online, and can be accessed at this site page: http://dsps.wi.gov/Boards-Councils/Board-Pages/Board-of-Nursing-Main-Page/Board-of-Nursing-Newsletters. For access to future versions of the Nursing Forward Newsletter, please consider saving the link above to your website 'Favorites'.

The Wisconsin Board of Nursing publishes the Nursing Forward Newsletter as a service to Wisconsin Nursing licensees and other interested parties. The Nursing Forward Newsletter is designed to keep you abreast of changes in the regulatory environment and generally contains the following information:

- Summaries of new laws that impact nursing practices
- Listings of recently issued Board Orders
- Updates on the license renewal process
- An explanation of the regulatory process
- Resources available to licensees
- An update on the many Board of Nursing initiatives

The newsletter is only available electronically and has been disseminated to licensed nurses in the State of Wisconsin who have a current e-mail address on file with the Department. We encourage you to forward this newsletter to anyone you think may be interested in this document.

Wood, Kimberly - DSPS

From: [redacted]
Sent: Wednesday, May 21, 2014 1:32 PM
To: Wood, Kimberly - DSPS
Subject: Re: Wisconsin Board of Nursing Newsletter - May 2014

Dear Kimberly Wood,

Thank you for the Newsletter! I appreciate your efforts in keeping RN's informed on the latest updates.

Sincerely,
Christine Del Priore, RN

On May 21, 2014, at 8:25 AM, Kimberly Wood wrote:

The May 2014 Nursing Forward Newsletter is now available online, and can be accessed at this site page: http://dsps.wi.gov/Boards-Councils/Board-Pages/Board-of-Nursing-Main-Page/Board-of-Nursing-Newsletters. For access to future versions of the Nursing Forward Newsletter, please consider saving the link above to your website 'Favorites'.

The Wisconsin Board of Nursing publishes the Nursing Forward Newsletter as a service to Wisconsin Nursing licensees and other interested parties. The Nursing Forward Newsletter is designed to keep you abreast of changes in the regulatory environment and generally contains the following information:

- -Summaries of new laws that impact nursing practices
- -Listings of recently issued Board Orders
- -Updates on the license renewal process
- -An explanation of the regulatory process
- -Resources available to licensees
- -An update on the many Board of Nursing initiatives

The newsletter is only available electronically and has been disseminated to licensed nurses in the State of Wisconsin who have a current e-mail address on file with the Department. We encourage you to forward this newsletter to anyone you think may be interested in this document.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: **Dan Williams**	2) Date When Request Submitted: Items will be considered late if submitted after 4:30 p.m. and less than: ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others

3) Name of Board, Committee, Council, Sections:

WI Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
5/8/14	☐ Yes ☐ No	**Board discussion and review as to a complaint filed with the Board against Herzing – Brookfield/Kenosha**

7) Place Item in:	8) Is an appearance before the Board being scheduled? If yes, who is appearing?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes by ☒ No	N/A

10) Describe the issue and action that should be addressed:

See title.
Attached documents include complaint information and Herzing response.

11) Authorization

Signature of person making this request Date

Supervisor (if required) Date

Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director.
3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.

From: Laurie Koestner [redacted]
Sent: Wednesday, March 26, 2014 8:07 AM
To: Williams, Dan - DSPS
Subject: Herzing university

Just a few other thoughts. Some faculty have to teach on both campuses. I have to share an office with another faculty member on the Kenosha campus and do not have any office assigned when I go to Brookfield. I have no place where I can meet with students privately. I have a colleague who is in the same situation and actually has to sit in the common area that the students use for eating and studying.

Dr George recently hired a part time faculty into a full time position. Other part time faculty were not aware that a full time opening was available nor did faculty have any input in the hiring for interviewing process of the faculty.

I do not want my emails construed as complaining because they are not the complaining of a disgruntled employee but the concerns of a nurse and faculty about a program that is not effectively preparing students for success.

Sincerely,
Laurie Koestner

From: Laurie Koestner [redacted]
Sent: Tuesday, March 25, 2014 2:15 PM
To: Williams, Dan - DSPS
Subject: Herzing Nursing Program

March 25, 2014

Good Afternoon Dan,

This email is a follow up to the voicemail messages I left for you last week. I am part of the nursing faculty at Herzing University and have several concerns about the direction of the nursing program. About two weeks ago Dr. Markham accepted a position at the corporate headquarters of Herzing University and resigned her position as the nursing Program Director of Brookfield and Kenosha campuses. She was replaced by Justin Hern as the new program director. Justin was the only candidate who we (faculty) were aware of and never had a chance to formally interview him for the program director position as part of shared governance for the nursing program.

As far as shared governance goes, it was announced on Friday March 21, 2014 that one of our nursing faculty Brenda Kutzke had accepted the Associate Program Director position. Many faculty were not aware that she was interviewing for the position. There was no opportunity for faculty to interview

Brenda or ask questions about her vision for the nursing program. Of concern is the fact that Justin Hern was the Chief Operating Officer for Deaconess Home Health and Brenda Kutzke was the Director of Nursing for Deaconess when the organization was closed by the FBI as a result of possible Medicare fraud. I believe that the case is still pending and continues to be under investigation. I am NOT alleging any wrongdoing on their part, but it is troubling when the two main figureheads for the Herzing University nursing program are involved in an ongoing federal investigation.

Among the changes occurring over the last several weeks is the increasing involvement of the academic Dean of the Brookfield campus; specifically Dr. David George. Dr. George has injected himself into the nursing program to the point that he is representing himself as the Program Administrator. On one occasion he called me asking me to ask if I was willing to teach a clinical for a student who was identified as unsafe and unable to meet the academic requirements to pass the nursing course. Apparently, this student was unable to pass the background check and was rejected by almost all clinical sites. One facility agreed to take this student only if the student was under *the direct supervision of the faculty at all times*. This decision was made by Dr. George over the objections of Dr. Markham. This decision emphasizes the importance of having a Program Administrator who meets Administrative Code N 1.06(4) (a) *"The educational administrator of a professional nursing education program shall hold a current license to practice as a registered nurse in Wisconsin, have a minimum of 2 years of full-time or equivalent direct care experience as a practicing nurse, 3 years of experience in nursing education within the last 10 years, and hold a master's degree with a major in nursing".*

Dr. George has gone so far as to move into Dr. Markham's old office. This is the office in which the program director has historically occupied. The optics of such a move sends the message that Dr. George is *in charge*. Dr. Markham is not on the campus full time anymore, so I don't know how much mentoring Justin is receiving from an experienced nursing program director. Dr. George approaches students and asks questions about nursing faculty, instructional style, instructional methodology, exams, grades, and other issues related to curriculum, instruction and evaluation. This is the responsibility of the program director as defined by both the BON and CCNE. Dr. George has allowed students to be readmitted to the nursing program after multiple failures of nursing courses. Some students are repeating classes for the third time and some students have failed out of the program just to be readmitted at the discretion of Dr. George. These are students who are academically weak and I fear that we are setting them up to incur significant student loans and the inability to pass the NCLEX-RN licensure examination.

Dr. George has made the decision that Dr. Tracy Nieter will be assigned to teach the pathophysiology nursing course. Dr. Nieter is not an RN, and does not meet administrative code N1.06 (4) (c) *"A nurse faculty member who teaches nursing courses in a professional nursing program shall hold a current license to practice as a registered nurse in Wisconsin, have at least 2 years of full-time or equivalent direct care experience as a practicing nurse, be employed in nursing within the last 5 years and hold a master's degree with a major in nursing".*

Another concern is that we do not have any doctoral prepared faculty on staff in the nursing program. We had two PhD prepared faculty who left the university this semester, and now that Dr. Markham has taken a new position, we have no faculty with the proper credentials to teach nursing research.

We are currently four full-time faculty below our numbers needed at the beginning of the semester. Our PhD faculty resigned and two faculty are out on sick leave. Faculty are picking up additional courses to cover for the ill faculty and are teaching at an overload level. I am one of those faculty who has picked up additional contact hours and have yet to be compensated for the additional course load. I am concerned for the increased course load of the rest of the faculty and the negative effect this may have on student success.

With the change in leadership from Dr. Markham, we are required to report this change to the BON. I assume that Herzing University has submitted the proper paperwork to the Board for their approval and the date is pending as far as when Justin will go before the Board for approval because N 1.07 *"Changes requiring approval of the board. Schools approved under this chapter shall notify the board of any of the following changes which require approval of the board: (2) Changes that alter the program's compliance with Ch. N 1 in the areas of organization and administration, curriculum, instruction, or faculty".*

These are just some of the problems within the nursing program. I am sure if the Board conducts a further investigation they will be able to identify additional weaknesses and compliance issues that require correcting.
Thank-you,
Laurie

--
Laurie Koestner MSN Ed, EDD (c), RN
[redacted]

Every day create your history...Every path you take you're leaving your legacy
~Michael Jackson

This message is private and confidential. If you have received it in error, please notify the sender and remove it from your system.

Please consider the environment before printing this e-mail

HERZING
UNIVERSITY

555 South Executive Drive, Brookfield, WI 53005
P 262.649.1710 • F 262.797.9090 • www.herzing.edu

April 03, 2014

Mr. Dan Williams, Executive Director
Ms. Julia Nelson, RN, Chair
Wisconsin Board of Nursing
Department of Safety and Professional Services
Post Office Box 8935
Madison, Wisconsin 53708-8935

RE: Wisconsin Board of Nursing Inquiry Dated March 27, 2014

Thank you for requesting the clarification on March 27, 2014 related to management of the nursing program and faculty assignment for instruction of nursing courses. With the return of Dr. Markham to her position as System Dean of Nursing, the decision was made to alter reporting responsibilities to align with the organization of other academic programs in the system. In doing so, I was appointed to the position titled "Director of the Nursing Program" effective March 10, 2014. My role (see attached role description) assures that I have responsibility in compliance with Chapter N1.08 (3), Program Approval for School of Nursing.

As currently organized, I have direct reporting responsibility to Dr. David George, the Academic Dean for the Campus. He serves as a resource to assure that actions and decisions are within the written guidelines defined for the University. He is responsible for my evaluation with "360" input from those persons who he deems would be able to provide information related to my performance in the role (these would include nursing faculty and other program directors and staff, and other administrators). I am responsible for faculty appointments and dismissals; curriculum and program planning, implementation and evaluation; managing student issues; faculty assignments; evaluation of faculty; participation in budgetary processes; and the reporting to approval and accrediting bodies. As an additional resource and support for my nursing role, I have access to Dr. Markham in her role as the System Senior Dean of Nursing.

Dr. Tracy Neher is the General Education Program Chair and a general education faculty member for the Brookfield campus. She is responsible for instruction of the Brookfield Campus's Anatomy and Physiology, Microbiology and Chemistry courses (SC 145, SC245, SC165 and SC185 theory and labs). Dr. Neher also coordinates a NB090 Foundations of Nursing at the Brookfield Campus which is a "0" credit, - developmental course offered to nursing students who are conditionally admitted to the program with deficits in English, mathematics and the sciences. The foundations course also encompasses study and review sessions for the associated science courses, general education courses in English, math and social sciences. Faculty members with expertise in the associated areas of focus participate in these sessions that Dr. Neher coordinates. The course is specifically designed to support nursing students and is in existence for Herzing University's Atlanta, Brookfield/Kenosha and pending Madison Bachelor of Science in Nursing programs. I have attached a syllabus for the course for your review. Dr. Neher is not scheduled to teach any for-credit NB nursing courses in the curriculum plan.

All current Herzing Brookfield-Kenosha nursing courses are covered by qualified nursing faculty. During this semester, there have been six (6) faculty changes due to resignations, medical leave (FMLA) and termination. Attached is a summary of the coverage for the identified courses, the faculty assigned to cover, and their credentials showing their qualifications to cover the content.

In a subsequent submission, I will provide an updated spreadsheet of faculty credentials and the faculty assignments for the upcoming summer semester scheduled to start April 29, 2014. These documents will further support that nursing courses are assigned and being taught by qualified nursing faculty.

Should you have additional questions, please feel free to contact me. Again, thank you for this opportunity to respond to your questions.

Sincerely,

Justin D. Hern, RN, MSN, MBA
Nursing Program Director
Herzing Brookfield-Kenosha

Attachments:
- Copy of Inquiry Wisconsin Board of Nursing Dated 3/27/2014
- Job Description, Director of Nursing Brookfield-Kenosha
- Chart, Organizational Structure for Nursing, Brookfield-Kenosha
- Chart, Coverage for Faculty Vacancies Spring 2014
- Syllabi, *Foundations of Nursing NB090*

Cc:
Dr. Elizabeth Markham, System Senior Dean of Nursing, Herzing University
Jackie Curtis, Campus President, Herzing University Brookfield
Dr. David George, Academic Dean, Herzing University Brookfield
Jennifer Paugh, Campus President, Herzing University Kenosha
Dr. Blake Faulkner, Provost, Herzing University
Elainna L Guerrette, Associate VP Academic and Regulatory Affairs, Herzing University

Wisconsin Board of Nursing Inquiry, 3/27/2014

From: Remy, Jill M - DSPS [redacted]
Sent: Thursday, March 27, 2014 4:42 PM
To: Hern, Justin
Cc: Williams, Dan - DSPS
Subject: RE: Hezing-Brookfield/Kenosha Nursing Program Clarification Requested

Dear Mr. Hern:

The Board of Nursing has received information regarding the Herzing University-Brookfield/Kenosha nursing program which does not match information currently on file. As a result, I am contacting you to allow an opportunity to clarify some issues noted below:

1) Please describe the title, role and responsibilities for yourself (Justin Hern) and David George in respect to the Herzing-Brookfield/Kenosha nursing program.

2) Please indicate if Tracy Neiter is currently a Herzing-Brookfield/Kenosha faculty member teaching a nursing course. If Dr. Neiter is teaching a nursing course and does not meet the requirements for fully-qualified faculty indicated in Chapter N 1.06, please indicate if a faculty exception request was completed and submitted to the Board for approval; the Request for Nursing Faculty Exception form (#2662) is available on the DSPS website at: http://dsps.wi.gov/Documents/Credentialing%20Forms/Education%20Forms/Nursing%20Information%20Page%20Documents/RN%20and%20LPN/fm2662%20Request%20for%20Faculty%20Exception.pdf.

3) Please indicate if there are any Herzing-Brookfield/Kenosha nursing courses which do not currently have faculty in place to teach the courses. If so, please explain how instruction for those nursing courses is being covered.

Thank you for your assistance in this matter.

Cordially yours,

Jill M. Remy
Education and Examinations Program Manager
Department of Safety & Professional Services
1400 E. Washington Avenue
P.O. Box 8935
Madison, WI 53708-8935
[redacted]

[redacted]

HERZING UNIVERSITY

525 North 6th Street, Milwaukee, WI 53203
P 414.271.8103 · F 414.271.1607 · www.herzing.edu

JOB DESCRIPTION

TITLE:	Director of Nursing—Brookfield-Kenosha Campuses
DEPARTMENT:	Administration
DATE:	March 2012
TRACK / FLSA:	Management / Exempt
JOB CODE:	TBD

JOB PURPOSE AND REPORTING STRUCTURE:
The Director of Nursing is an administrative position within the organization of the campus. The duties of the Director are, therefore, of an administrative and supervisory nature and encompass all nursing courses taught at the campus (both in resident and distance format). These duties and responsibilities fall into seven major areas: supervisory, administrative, instructional, curriculum, assessment, student satisfaction and retention, and professionalism. The employee will report directly to either the Academic Director (Dean) or the President of the Campus. The Director has a "dotted line" reporting responsibility to the System Dean of Nursing.

PRIMARY DUTIES AND RESPONSIBILTIES:

A. Supervisory:

1. Provide direct supervision to the campus nursing faculty.
2. Establish and monitor faculty and staff performance standards and goals.
3. Conduct ongoing and annual performance reviews as outlined in the employee and faculty handbooks.
4. Develop and lead Program Advisory Board meetings as they relate to the nursing curriculum and program.

B. Administrative:

1. Establish class schedules in accordance with course requirements in consultation with the Dean or Campus President.
2. Schedule classroom and lab facilities as needed for instruction for on-ground courses.
3. Assure that grades and records are submitted accurately and promptly in accordance with University's grading policy and procedure.
4. Assure that class attendance is reported in accordance with the University's policy and procedure.
5. Enforce the University's rules as published in the Herzing University Catalog, Faculty Handbook, Student Handbook and Employee Handbook.
6. Assist the Dean or Campus President in determining the need for and then acquiring computer resources, materials and supplies, textbooks and other materials that are to be used for instructional and learning resource purposes.
7. Make recommendations with respect to replacing instructional equipment.
8. Make recommendations with respect to the acquisition of new equipment for instructional purposes.
9. Establish procedures with the Dean or Campus President for adequate service arrangements for instructional equipment to minimize downtime.
10. Responsible for establishment and maintenance of appropriate computer room and LAN policies and procedures regarding backups, startups, file restoration, purges and student access.
11. Ensure faculty personnel files are maintained according to University policies.
12. Responsible for the implementation and security of all of the University's final examinations

C. Nursing Instructional:

1. Manage the recruitment and selection of teaching staff through establishing the requirements, reviewing applications and interviewing candidates. Ensures that thorough reference checks are done on all candidates. Serves as a member of the review panel for faculty candidate's mock presentations.
2. Administer and supervise faculty training, development, and promotion as outlined in the Faculty Handbook.
3. Act as the resource person for faculty working on faculty development materials.
4. Regularly monitor quality of instructions through classroom visits for traditional format classes, clinical sites and lab instruction, and review of online student interaction in the online class section in online or hybrid courses.
5. Manage administration of student satisfaction surveys including (but not necessarily limited to) end-of-course critiques, HAPPI surveys and the All-Herzing Survey.
6. Assign teaching functions in accordance with established workload norms, teacher expertise and teacher interests.
7. Manage student internship and/or clinical programs that are part of the campus' curriculum.
8. Encourage a high level of faculty morale by being readily available to discuss with faculty their needs, questions and frustrations, and by promoting positive attitudes among the staff and the students of the Campus.
9. Teach an occasional course as needed to remain current in teaching or to meet schedule requirements. Substitute teaching as situation demands.
10. Hold regular meetings with the teaching faculty to keep them apprised of University policy and objectives as well as to share and search for solutions to common teaching problems that arise from time to time.
11. Maintain a current database of faculty credentials, length of service, and experience related to their teaching area.

D. Curriculum:

1. Assure high academic standards through the establishment of appropriate student evaluation mechanisms.
2. Initiate local curriculum development activities in accordance with the University's curriculum development policy.
3. Maintain and use the campus' program advisory committees for the purpose of curriculum and textbook review and direction.
4. Maintain current course and subject outlines for all courses and subjects offered by the college.
5. Keep current with state/accreditation reporting requirements related to curriculum changes and ensures appropriate materials are available as required to support any approval changes.

E. Assessment:

1. Actively engage in and promote student academic achievement assessment processes and procedures.
2. Use student academic achievement assessment data to improve instructional methodologies.

F. Student Satisfaction and Retention

1. Monitor student retention and satisfaction.
2. Assist in developing action plans for improving student retention/satisfaction.
3. Share best practices for improving student retention/satisfaction with colleagues at other campuses.
4. Interact in a fair and impartial way with students.
5. Listen to and evaluate student problems and concerns, counseling them within the norm of society and the regulations of the University.
6. Mediate staff-student conflicts in a professional manner.

G. Engage in Scholarship

1. Design and implement scholarly activities in an established area of expertise.
2. Demonstrate qualities of a scholar: integrity, courage, perseverance, vitality and creativity.
3. Draw on extant literature to design evidence-based teaching and evaluation practices.

OTHER DUTIES:
Other duties as assigned.

QUALIFICATION REQUIREMENTS:

- Must be capable of providing leadership and inspiration to faculty.
- Must be highly structured and organized.
- Must be sufficiently technically oriented to understand the technology objectives of the programs offered.
- Must be capable of writing in clear and communicative manner and delivering organized, informative presentations.

EDUCATION and/or EXPERIENCE REQUIREMENTS:

- Must have a minimum of a Master of Science in Nursing or related Allied Health Profession; Doctorate in Nursing or related field preferred.
- Hold necessary accreditation/licensure for nursing.
- Minimum of 3-5 years of teaching experience in a nursing program within the last 10 (ten) calendar years required.
- 3-5+ years of management experience preferred.

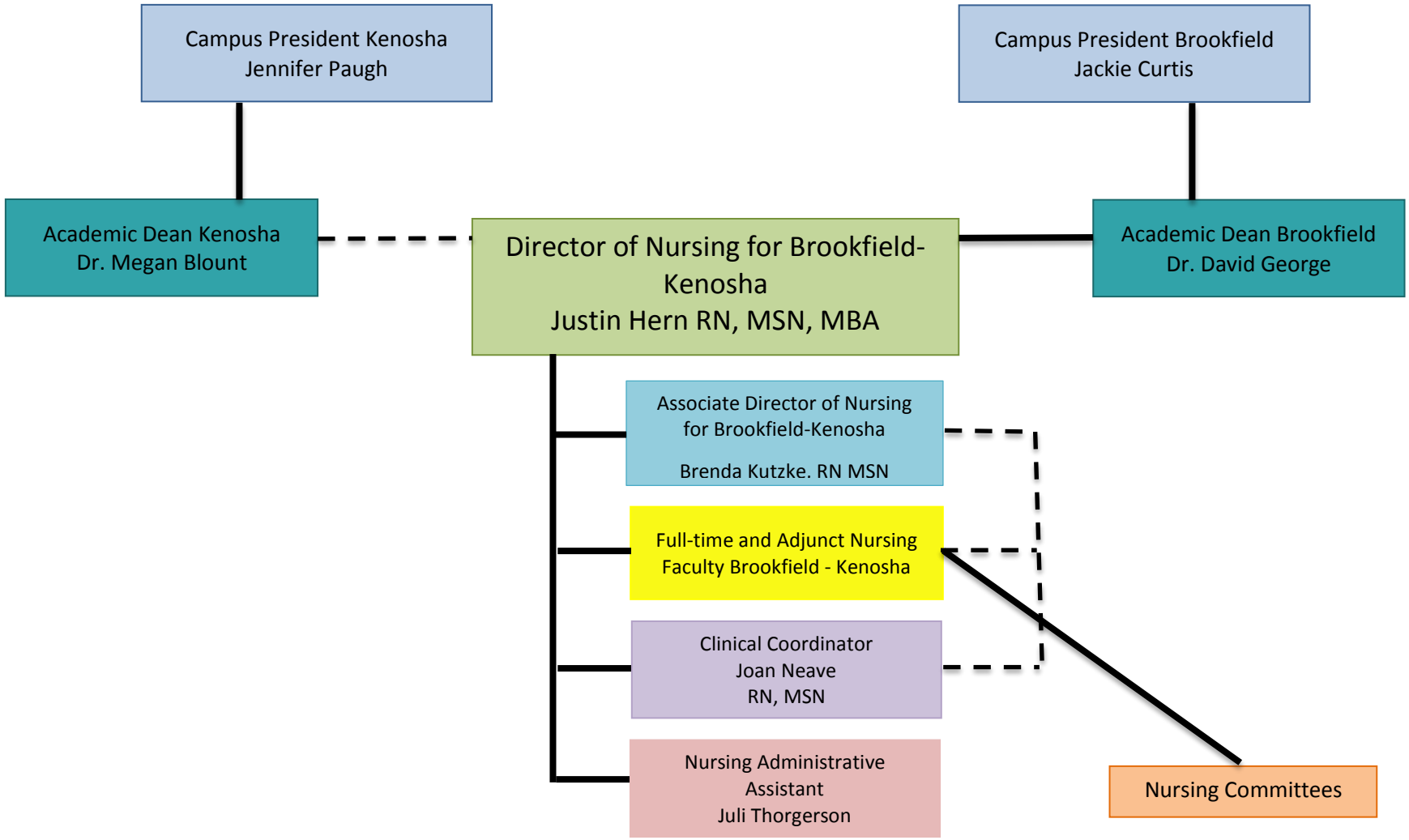
_____ _____

Signature **Date**

ADA Disclaimer: In developing this job description, care was taken to include all competencies needed to successfully perform in this position. However, for Americans with Disabilities Act (ADA) purposes, the essential functions of the job may or may not have been described for purposes of ADA reasonable accommodation. All reasonable accommodation requests will be reviewed and evaluated on a case-by-case basis.

HERZING UNIVERSITY

Organizational Chart for Nursing Program Brookfield/Kenosha



COVERAGE FOR FACULTY VACANCIES AND LEAVES SPRING 2014

FACULTY MEMBER WITH DATE OF CHANGE OF COURSE ASSIGNMENT	COURSES TAUGHT	FACULTY MEMBER ASSIGNED TO COVER	FACULTY MEMBER QUALIFICATIONS
Dr. Aruna Lal (January 20, 2014)	NB 450 Nursing Leadership (both campuses)	Elizabeth Markham, PHD, RN	MSN in Mat/Neonatal/GYN with Nursing Education; PhD in Adult and Higher Ed with previous teaching experience in both Leadership and Research courses.
		Jean Majeski, RN, MSN	MSN with focus on primary health care, nursing education, research, and instructional design with previous work experience in leadership role.
	NB 011 Nursing Review II (Cover review of content in Family, Community, Adult Health)(co-instructor)	Edna Hudson, RN, MSN	MSN in Nursing Education; work experience in OB-Peds, and Med Surg.
	NB 446 Adult Health III-Nursing Practicum (co-instructor)	Dr. Darcy Rahberger	MSN as Adult CNS; DNP in Adult Med-Surg and Telemetry; work experience: Adult Med-Surg, Cardiac Tele.
Christina Bajorek, MSN,RN (February 17, 2014)	NB 308 Mental Health Nursing theory and clinical (both campuses)	Joan Neave, MSN, RN for theory and clinical	MSN in Education, Leadership & Managements with work experience in Psychiatric Nursing clinical practice and management.
	NB225 Nursing Informatics (Brookfield)	Laurie Koestner, MSN, RN and candidate for DNP	MSN in Health Care Education with experience adult-health, staff development, management, leadership and previously taught Informatics Course.
Dr. Beverly Felten (Ph.D. and NP) (February 17, 201)	NB220 Pharmacology in Nursing	Donna Kowske, MSN, RN (enrolled Doctoral Program)	MSN Nursing Administration with advanced courses in pathophysiology and pharmacology; experienced in Adult Psych mental Health, Oncology, OB-GYN
	NB208 Pathophysiology in Nursing	Donna Kowske, MSN, RN	
	NB431 Nursing Research	Elizabeth Markham, PhD, RN	MSN in Mat/Neonatal/GYN with Nursing Education; PhD in Adult and Higher Ed with previous teaching experience in both Leadership and Research courses.

COVERAGE FOR FACULTY VACANCIES AND LEAVES SPRING 2014

FACULTY MEMBER WITH DATE OF CHANGE OF COURSE ASSIGNMENT	COURSES TAUGHT	FACULTY MEMBER ASSIGNED TO COVER	FACULTY MEMBER QUALIFICATIONS
Dr. Darcy Rahberger (March 14, 2014)	NB 446 Adult Health III-Nursing Practicum (co-instructor)	Edna Hudson, RN, MSN for ongoing course coordination only as the theory component has been completed. Jennifer Kowalkowski, MSN, MPH, RN and enrolled in Doctorate of Nursing Program (full-time faculty member at Herzing Madison)—covering Advanced Practicum for 2nd 8 week group.	MSN in Nursing Education; work experience in OB-Peds, and Med Surg. Experienced in Adult-Health Nursing, Medical-Oncology.
Deborah Ziebarth, MSN, RN (February 11, 2014)	NB 409 Community Health Nursing Theory and Clinical NB 400 C Pediatric Clinical NB 401 National and Global Health Policy	Vicki Swaney, MSN,RN (Theory) (enrolled in PHD in nursing program) Nancy Ahrens, MSN, RN (Clinical) (enrolled in PhD program) Deb Johnson, RN, MSN (Pediatric Clinicals and NB401)	MSN with experience in Home health and Hospice and adult Health MSN in Nursing Education; experienced in Gerontology and Community nursing. MSN with focus on Pediatrics.
Laurie Koestner, MSN,RN (March 28, 2014)	NB 225 Nursing Informatics NB 301 C Adult Health Nursing II Clinical NB 301 Adult Health II (co-instructor)	Justin Hern, MSN, MBA, RN Clinical completed for the semester. Justin Hern, MSN, MBA, RN, course lead for NB 301 course.	MSN in Nursing Administration; clinical experience in adult health nursing and leadership.

Foundations of Nursing
NB090

FACULTY CONTACT INFO/OFFICE HOURS:

Name: Tracy Neher, Ph.D.

[redacted]

Office Hours: Monday/Wednesday 2-4 pm or by appointment

[redacted]

GENERAL COURSE INFORMATION:

Dates of Term: 1/6/14 - 4/23/14

Class Meeting Times: Thursday 8:00 am – 12:00 am

Course Number: NB 090

Semester Credit Hours: 4

Prerequisite(s): None

Corequisite(s): None

COURSE DESCRIPTION:

This course will review basic written and oral communication in professional writing, problem solving, and critical thinking skills. Topics will include paragraphing, basic essay writing, basic math statements, an overview of scientific principles, the metric system, and body system structure and function. Students who successfully complete this course will have the foundation necessary to succeed in the nursing program.

LEARNING OBJECTIVES:

Upon completion of this course the student will be able to:

1. Compose an essay, and deliver oral communication that reflects organized thought and/or American English written structure.
2. Edit written work.

3. Develop beginning professional writing skills using APA-style citations for summarized, paraphrased, and quoted materials used in writing and oral communication.
4. Utilize algebraic techniques to solve mathematic equations.
5. Discuss basic scientific principles.
6. Complete basic conversions from the English system to the Metric system.
7. Introduce body system structure and function.

REQUIRED TEXT(S):

None

EVALUATION/GRADING CRITERIA:

Assessment of course material learned will be based on chapter summaries and short homework assignments. The course is a pass/fail assessment and students must earn an 80% to 'Pass'.

Grading Breakdown	
Homework 1	100
Homework 2	100
Homework 3	100
Homework 4	100
Homework 5	100
Homework 6	100
Homework 7/Presentations	100
Total Points	700

Grading Policy	
A	93% - 100%
A-	90% - 92%
B+	87% - 89%
B	83% - 86%
B-	80% - 82%
C+	76% - 79%
C	70% - 75%
D+	66% - 69%
D	60% - 65%
F	= < 59%
I	Incomplete

CLASSROOM POLICIES:

Group Work: Students may be asked to work in small groups during class to discuss topics outlined by the instructor. Student participation is essential and students may be asked to evaluate their group members.

SUMMARY OF WEEKLY ASSIGNMENTS/ASSESSMENTS:

Class Session	*Class Outline*	Class Date
Session 1 Thursday	Go over syllabus. Paragraph style writing	1/9/14
Session 2 Thursday	Math Basics Fractions, decimals, ratios, percent	1/16/14
Session 3 Thursday	Directional terms Chemicals Cells	1/23/14
Session 4 Thursday	Integument Skeletal and Muscular systems	1/30/14
Session 5 Thursday	Assess paragraph and rewrite	2/6/14
Session 6 Thursday	Introduction to Algebra	2/13/14
Session 7 Thursday	Math review	2/20/14
Session 8 Thursday	Nervous system Endocrine Circulatory system	3/6/14
Session 9 Thursday	Lymphatic and Immune system	3/13/14
Session 10 Thursday	Essay composition	3/20/14
Session 11 Thursday	Metric system	3/27/14
Session 12 Thursday	Respiratory and Digestive systems	4/3/14
Session 13 Thursday	Critique and rewrite essay Presentations	4/10/14
Session 14 Thursday	Metric system review Urinary and Reproductive systems	4/17/14

Herzing University
The P.R.I.C.E. of Success

Professionalism. Respect. Integrity. Caring. Engagement.
Herzing University and Herzing College believe in the human potential and personal aspirations of each student. Based on feedback from a cross-section of our community partners (employers, clinical sites, workforce centers), Herzing has developed a framework of behaviors and attributes, that supports a successful and meaningful career. This framework is called the "P.R.I.C.E. of Success." In order to help each student develop and expand upon these qualities, Herzing has created a culture where students are expected to exhibit these behaviors and attributes in all interactions, in and outside the classroom. Herzing believes students who apply themselves and embody the P.R.I.C.E. characteristics will be more likely to reach their full human potential.

Professionalism
I will:

- Assume responsibility for my own actions
- Demonstrate professional and appropriate communication skills
- Present an appropriate professional appearance for the environment
- Handle sensitive or difficult issues with grace and confidence

Respect
I will:

- Provide consideration and mutual respect to other students, instructors, staff, and colleagues
- Approach others with a positive mindset
- Exhibit respect in all settings including internship or clinical rotations
- Demonstrate genuine interest in the thoughts, opinions, values, and needs of others

Integrity
I will:

- Practice academic and professional integrity
- Follow rules and policies of the environment
- Exhibit effort necessary to accomplish goals and objectives
- Give proper credit to others for their work and contributions

Caring
I will:

- Exhibit a customer-focus and caring mindset in the workplace and clinical settings
- Approach others with a positive attitude
- Provide encouragement and support to fellow students and colleagues
- Build relationships through honest communication and follow-through

Engagement
I will:

- Actively contribute to the classroom and workplace environment
- Participate in and support positive community events
- Seek opportunities to perform above minimum expectations in the workplace and classroom
- Maintain a continuous improvement mindset

ACADEMIC DISHONESTY POLICY:

Original Work, Cheating, Plagiarism, and Paraphrasing

The Herzing University Catalog addresses academic dishonesty in general in the "Student Conduct" section of the University catalog. **Original Work Cheating, Plagiarism, and Paraphrasing** are addressed in greater detail here.

When completing an assignment for a Herzing University course, students are expected to do **original work** for the assignment and to not reuse work they may have done in previous courses or other settings unless specific prior approval is granted by the instructor.

Cheating is defined as “the giving or receiving of aid (whether written, oral or otherwise) in order for a student to receive undeserved credit on class work, homework, tests or any other assignment that is his or her own responsibility.”

Plagiarism violates the central core of Herzing University’s educational philosophy. It involves stealing another person’s work and claiming it as one’s own. It occurs whenever one directly copies another person’s intellectual effort and integrates it into his/her class work without giving proper credit to the author.

Paraphrasing is defined as "a restatement of a text or passage giving the meaning in another form” (Webster’s New Universal Unabridged Dictionary, 1996). When one paraphrases but intentionally omits authorship of the work, this, too, is a serious violation of academic honesty.

All Herzing University students have an individual responsibility to understand what cheating, plagiarism, and paraphrasing are. The student must also be aware that the consequences for cheating and plagiarism, or for paraphrasing without proper attribution, are severe. Whenever you have doubt about what constitutes cheating, plagiarism, or paraphrasing, contact your instructor. With the advent of the Internet, the potential for cheating by simply cutting and pasting information into a paper is tempting. Be aware that these dishonest activities will not be tolerated and instructors have access to increasingly sophisticated search engines to “test” the validity of student work. Plagiarism, in particular, is easily traced.

Consequences and Sanctions

Herzing University will, upon finding that a student has violated its policies on Academic Dishonesty, enact the following:

1. For the first offense the student may receive a zero on the assignment involved or a failing grade in the course. The student will be required to repeat the entire course if completion of a failed course is needed to graduate.

2. Upon a second offense, the student may be immediately and permanently expelled from the University.

Academic Appeal Process

The student is directed to the “Grievance/Complaint Procedure” and “Academic Appeal for Termination” sections of the Herzing University Catalog for information for petitioning the University to reconsider its action.

To avoid academic dishonesty, proper references to any text and outside resources are ALWAYS required. You should also consult the following websites or APA reference manual to comply with this requirement:

Electronic References: http://www.apastyle.org/elecref.html

OWL: http://owl.english.purdue.edu/owl/resource/560/01/

APA Tip Sheet: HC APA Tip Sheet.pdf

Reasons Why Sources Are Cited: Citing Sources.pdf

Study Time:

Different students learn at different rates. However, students should expect to spend two hours in study and preparation for each hour spent in lecture. This would include reading, papers, projects, exercises, study and other preparation. Similarly, students should expect to spend one hour in study and preparation for each two hours spent in lab.

Final Course Evaluations:

Each term, students are provided the opportunity to evaluate the instructor's effectiveness as well as the course structure and design. Questions are asked such as "The instructor presents the material in a well-organized manner," "The instructor uses examples that help me understand the concepts," "The course syllabus clearly outlined the course schedule, requirements and grading policies," etc. This evaluation is completed electronically via a website http://www.keysurvey.com/f/516659/10fe/ using your Unique Instructor ID number which you can obtain from your instructor. Your instructor will schedule the lab during class time during the last 2 weeks of the course to complete the evaluation.

Attendance Philosophy

The philosophy of Herzing University is that college is not only a place to learn technical and business skills and to develop academically, but also a place to develop important work habits. Important work habits include responsibility and reliability, and attendance is a major factor in both. Also, a student should understand that missing a class affects more than the individual student. It affects the class if the student has to ask questions regarding what was covered when he or she was not there, and it affects the instructor who may have to assign make-up material or give other individual attention to the absentee. For that reason and to avoid disruption to the educational process caused by erratic attendance, the University emphasizes attendance in all courses.

Notification of Absences

As a courtesy, students are expected to inform their instructors or the office if they know they will have to miss a class. Students returning from an absence are expected to address missed material with the instructor outside of scheduled class hours.

Affect of Absences on Grading

Points will not be directly deducted from a student's academic average because of absences. However, students can expect tests, quizzes, or other graded assignments to be scheduled without notice during any given class session. If a student misses a test, quiz, or assignment because of an absence, the instructor is not obligated and will not normally allow a make-up quiz, test, or assignment. Extenuating circumstances will be taken into consideration when deciding if make-up work will be permitted.

Extenuating Circumstances

If there are extenuating circumstances (such as a documented health problem, a family emergency, jury duty, military reserve service obligations, etc.) that caused an absence or is expected to cause absences in the future, the student should contact his or her instructor or the Academic Dean immediately.

Minimum Passing Grade:

The minimum passing grade in most courses at Herzing University is a D (60%). However, the minimum passing grade for certain healthcare core courses is a C+ (76%). This affects courses with the course prefixes of DH, DN, DS, EM, MT, NA, NF, NB, NM, NO, NW, OT, PN, PT, RT, and ST. Other courses may have other specific minimum passing grades in which case they will be outlined in the course syllabus. When the minimum passing grade is not achieved, a grade of F is assigned.
The "other courses" as mentioned above that have this minimum passing grade of a C+ (76%) are the following courses:
BSN Nursing Program Students – All NB prefix courses PLUS

1. SC145 and SC145L Anatomy and Physiology I
2. SC245 and SC245L Anatomy and Physiology II
3. SC165 and SC165L Microbiology
4. SC185 and SC185L General Chemistry
5. MA107 College Algebra

MODIFICATIONS TO THE SYLLABUS:

The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

AMERICANS WITH DISABILITIES ACT (ADA) POLICY:

Herzing University is committed to addressing the needs of students who meet the criteria for special accommodations. It is the University's policy to comply fully with federal and state laws, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA), regarding students with disabilities. Information concerning the University's policies and procedures related to disability can be found in the Student Handbook and Academic Catalog.

Contact the Online Campus Student Services Department for a copy of the "Request for Accommodation" documents should you have a need.

CLASS REQUIREMENTS

You are expected to be ready to begin each session at 8:00 am and have your text books along with your notebooks/Pens/Pencils etc.

WRITTEN HOMEWORK REQUIREMENTS

Homework assignments (Answers) will be typed using Times New Roman with a 12 point font along with a cover sheet using APA 6th edition format and handed into the instructor prior to beginning of class.

Bring a copy of your homework with you to use during notes and for added resources to strengthen your learning.

Writing and Speaking Across the Curriculum

Policy

The University recognizes that good writing and speaking are important skills that will help all graduate succeed once they reach the job market and that an English composition and a speech class may not alone give students enough practice writing and speaking to be successful. Therefore, it is the policy of the University have writing and speaking assignments in virtually all our courses to give students the much needed practice in writing and speaking.

Procedures

Faculty member will include both writing and speaking assignments in each of their classes wherever possible. These assignments should relate to the subject matter of the course, but feedback and grading on the assignments should include the quality of the writing and speaking demonstrated in the project. Grading/feedback guidelines (rubrics) for writing and speaking assignments are shown below.

Rubric for Assessing Writing Across the Curriculum Written Projects

Description	Superior Work	Above average	Average	Below Average	Fails to meet requirements
Criteria	**A**	**B**	**C**	**D**	**F**
Intro	◊ Deliberate, creates interest ◊ Gives title/author if needed ◊ Clear, concise and specific thesis statement	◊ Adequately introduces topic ◊ Thesis statement may be lacking specificity.	◊ Intro is too short – does not introduce topic ◊ Thesis statement is vague- should be more narrow	◊ Some intro components missing ◊ Thesis statement is poor or unidentifiable	◊ Thesis missing ◊ Introduction does not introduce topic
Body: **Organization**	◊ Organized throughout ◊ Logical, clear sequence ◊ Completely supports thesis ◊ Exhibits critical thinking ◊ Has consistent transitions ◊ Proper in-text citations ◊ Excellent transitions	◊ Well organized ◊ Easy to follow ◊ Thesis could use more support (adequate but not extended) ◊ Majority of citations are correct ◊ Shows some original thought ◊ Has several transitions ◊ Majority of citations are correct	◊ Some org. problems ◊ Some gaps in flow ◊ Not enough thesis support ◊ Shows little original thought ◊ Some transitions ◊ Citations are incorrect	Difficult to follow May jump topics Does not prove/support thesis Citations incorrect Very few transitions	◊ No sequence ◊ Jumps topics frequently ◊ No in-text citations ◊ No transitions
Body: **Fluency & Mechanics**	◊ Uses excellent vocabulary ◊ Stays on topic/meets assignment ◊ Correct tense/point of view ◊ Has sentence variety ◊ Correct spelling/punctuation ◊ Writes in scholarly style	◊ Attempts higher level vocabulary with some success ◊ Stays on topic/meets assignment ◊ Mostly correct tense/point of view ◊ A few sentences lacking in variety ◊ Few spelling errors ◊ Writes in scholarly style	◊ Range of vocabulary ◊ Some tense/point of view errors ◊ Occasionally strays off topic ◊ Some sentence fragments/run-ons ◊ Proper spelling ◊ Quality of formal language	◊ Vocabulary level ◊ Some tense/pov errors ◊ Does not meet assignment requirements ◊ Many sentence fragments/run-ons ◊ Many spelling errors ◊ Majority of writing is informal	◊ Improper word choices ◊ Many tense and point of view errors ◊ Fails to meet assignment ◊ Many mechanical errors ◊ Writes informally
Conclusion	◊ Deliberate closing strategy ◊ Does not introduce new material Paraphrases thesis, but does not merely repeat introduction	◊ Adequate closing ◊ Does not introduce new material Re-states thesis in same words, but does not completely repeat introduction	◊ Weak closing ◊ Does not introduce new material Merely repeats introduction	◊ Weak closing ◊ Introduces new material Does not refer to thesis	◊ No formal closing ◊ New material introduced ◊ Does not refer to introduction
Appearance	◊ Neat, properly formatted ◊ References in APA format	◊ May have a few formatting errors ◊ References mostly correct	◊ Some improper formatting ◊ References incomplete or incorrectly formatted	◊ Improper format in most places ◊ References incomplete and incorrectly formatted	◊ Improper format throughout ◊ No reference page

Rubric for Accessing Speaking Across the Curriculum Presentations

Criteria	A	B	C	D	F
Dress	Professional dress: Suitable for audience. Appropriate shoes.	Dress casual: Dress khakis and blazer for men, dressy casual for women. Loafers or flat shoes.	Casual: khakis and polo shirt for men; slacks and blouse for women. Loafers or flat shoes.	T-shirt and jeans, sports shoes, men and women.	Dress does not meet standards appropriate to speech given.
Voice	Speaker uses appropriate pitch, volume, and rate of speaking. Articulation excellent.	Hasty conversational style; does not interfere with volume or articulation. Communication is unhampered.	Low volume; hasty conversational style compromises articulation and communication.	Speech difficult to hear or understand; communication is severely compromised.	Speaker is inaudible, and/or speech is garbled, impeding communication.
Gestures and Audience Engagement	Eyes, hands, facial expression, and body language all coordinate to support communication.	Eye contact is adequate. Facial and body language are neutral.	Eye contact and facial expressions are minimal; gestures and body language distracting.	No eye contact; speaker is stationary, or is supported by lectern.	No eye contact, speaker is rigid, head down, or is unable to continue.
Speech Content	Introduction inspires attention, previews speech. Body has sufficient development, with transitional devices. Conclusion ties presentation together.	Speech is prepared, organized into an introduction, body, and conclusion, with minimal transitional devices.	Speech is obviously prepared and researched, but has no discernable intro, body, and/or conclusion and lacks interlocking thoughts.	Speech has an impromptu effect, with no discernable parts or transitions; is obviously poorly researched and unprepared.	Speech is unprepared, not researched, and is obviously an impromptu presentation.
Presentation Aid	Presentation aid is of professional quality, is used proficiently to enhance speech.	Visual aid is of good quality and is used competently.	Visual aid is of good quality but does not enhance presentation.	Visual aid is of poor quality but is handled competently.	Visual aid is omitted, is of poor quality, and/or is a distraction from the presentation.

STUDENT SIGNATURE PAGE

I _____ on this day _____ in the month of _____ and in the year of 20___ do confirm I have read the syllabus thoroughly and understand what is expected of me. I also understand what my homework assignments are and when they are due in accordance with the above syllabus.

Print Name

Last: _____ First: _____ Date: _____

Signature:_____

Mr. Williams,

Dr. Neher is the course lead for NB 090. The course lead plans, prepares the syllabus, and makes other contacts to assure the activities for the course are appropriate. Because the purpose of this course is to help high risk BSN students remediate in the areas of math, science and English, and to provide tutoring for success in these courses, the ongoing planning and implementation of the course requires Dr. Neher to consult with the Nursing Program Director in preparation and during implementation. Dr. Neher conducts the lessons in the math and science areas and brings in Dan Connelly, an English instructor, to facilitate the lessons in English. Students are assisted with homework and are tutored. This remedial/developmental course is a no credit course. It was put in place as a course to help students in their first semester of enrollment in general education areas as they begin their Bachelor of Science in Nursing program. The University assigned the NB prefix to the course because it is only used by the University's nursing programs for its at risk students around the country.

I hope that this helps clarify the purpose of this course and the role of Dr. Neher. Please let me know if you have any additional questions or if you need any additional information.

Thank you,

Justin Hern, MSN, MBA, RN
Nursing Program Director
Herzing University –Kenosha/Brookfield
555 Executive Drive
Brookfield, WI 53005
[redacted]

HERZING UNIVERSITY

555 South Executive Drive, Brookfield, WI 53005
P 262.649.1710 ◆ F 262.797.9090 ◆ www.herzing.edu

May 29, 2014

Mr. Dan Williams, Executive Director
Wisconsin Board of Nursing
Department of Safety and Professional Services
Post Office Box 8935
1400 East Washington Avenue
Madison, Wisconsin 53703

Dear Mr. Williams:

In response to your letter dated May 15, 2014, enclosed you will find a CD which contains the requested policies, decision-making tree, current student handbook (June 2013) with addenda, revised nursing student handbook (June 2014 with effective date of July 7, 2014), University Organizational Chart, and University Undergraduate Catalog. We look forward to seeing you on June 12th. Dr. David George will be in attendance; however his final day of employment with Herzing University will be June 20, 2014.

I thank you for your continued support.

Sincerely,

Justin D. Hern

Justin Hern, MSN, MSA, RN
Nursing Program Director

HERZING
UNIVERSITY

Brookfield and Kenosha Nursing Program

TABLE OF CONTENTS

Comparison of University and Nursing Policies
General Guidelines for Decision Making
Nursing Student Handbook June 2013
Addendums to Nursing Student Handbook 2013

- **Brookfield-Kenosha Nursing Program Background Check Requirements - Student**
- **Brookfield-Kenosha Nursing Program Clinical Requirements – Faculty**
- **Faculty Resource Guide June 2013 Addendum – Implementation of NB 090: Foundations of Nursing**
- **Nursing Program Organizational Chart Updated**

Nursing Student Handbook Revised June 2014

University Organizational Chart

University Catalog

COMPARISON OF NURSING AND UNIVERSITY POLICIES

POLICY	UNIVERSITY CATALOG	NURSING STUDENT HANDBOOK	FINAL DECISIONS
UNDERGRADUATE NURSING ADMISSIONS REQUIREMENTS	Page 71	Page 17 (June 2013) Page 15 (Updated June 2014)	Unconditional Admits: Admissions Conditional Admits: Recommendation and Final Decision by Nursing Program Director
RETENTION/PROGRESSION POLICIES	Pages 93-94	Pages 22 (June 2013) Pages 20 (Updated June 2014)	Final Decision Student Academic Progress: Academic Dean Or the Student Academic Progress Committee Nursing Director: Collaborative
APPEAL , GRIEVANCE, AND ARBITRATION PROCEDURES			
a. Grade Appeal Policies	Page 104	Page 23 (June 2013) Page 20 (Updated June 2014)	Final Decision: Academic Dean (with option to appeal to Campus President) Collaborative Input: Nursing Program Director to make the recommendation
b. Grievance and Complaint Procedures	Page 105; 201	Page 21 (Updated June 2014)	Final Decision: Campus President (with options to appeal to the Provost and University President Collaborative Input: Nursing Program Director
c. Appeal of Dismissal from the University	Page 104	Page 23-24 (June 2013) Page 21 (Updated June 2014)	Final Decision Student Dismissal: Campus President upon recommendation Of the Student Academic Progress Committee Nursing Director: Collaborative
d. Adverse Action Appeal	Page 104	Page 24 (June 2013) Page 21 (Updated June 2014)	Final Decision Student Dismissal: Campus President with the option to further appeal to an Appeal Board Nursing Director:

e. Arbitration Provisions	Page 105-106	Page 21 (Updated June 2014)	Collaborative Final Decision: American Arbitration Association
DISMISSAL FROM CLINICAL FOR UNSAFE BEHAVIORS	Pages 94	Pages 30 (June 2013) Pages 27 (Updated 2014)	Final Decision: Nursing Program Director
READMISSION/REENTRY	Page 77	Page 21 (Updated June 2014)	Person Addressed: Academic Dean Collaborative Input: Nursing Program Director
HEALTHCARE REQUIREMENT POLICIES	Page 72	Pages 19-20 (June 2013) Pages 15 (Updated June 2014)	Establishment of Deadline: Nursing Program Director Appeal of Decision: Academic Dean, upward
CRIMINAL BACKGROUND CHECK/SUBSTANCE ABUSE FINDINGS	Page 72-74	Pages 18, 34 (June 2013) Addendum (November 2013) Pages 15-16, 30 (Updated June 2014)	Clinical consortium agency makes the decision to deny; Nursing Program Director informs student of options, makes decision to remove from clinical

General Guidelines for Decision Making

For student situations, the first contact is the nursing faculty. Faculty has an email address that is posted in the syllabi. If students feel the issue is not resolved, the next point of contact is the Associate Nursing Program Director or the Nursing Program Director.
If resolution does not occur, the Academic Dean is contacted with the issue.
If there is no resolution, the Campus President is contacted and makes the final decision.

For faculty situations, the first contact is the Associate Nursing Program Director or the Nursing Program Director.
If resolution does not occur, the Academic Dean consults with the Nursing Program Director for final resolution.

Student Situations:

	Brookfield	**Kenosha**
First Contact	Faculty member	Faculty Member
Second Contact	Nursing Program Director Justin Hern or Associate Nursing Program Director Brenda Kutzke	Nursing Program Director Justin Hern or Associate Nursing Program Director Brenda Kutzke
Third Contact	David George Academic Dean	Megan Blount Academic Dean
Fourth Contact	Jackie Curtis Campus President	Jennifer Paugh Campus President

For Faculty Situations:

	Brookfield	**Kenosha**
First Contact	Nursing Program Director Justin Hern or Associate Nursing Program Director Brenda Kutzke	Nursing Program Director Justin Hern or Associate Nursing Program Director Brenda Kutzke
Second Contact	David George Academic Dean In consultation with Nursing Program Director	Megan Blount Academic Dean In consultation with Nursing Program Director

HERZING UNIVERSITY

BROOKFIELD-KENOSHA

NURSING STUDENT HANDBOOK

June 2013

TABLE OF CONTENTS

Overview/History of the Brookfield-Kenosha Nursing Program 3
Welcome 4
Organizational Chart 6
The University: Vision, Mission, Institutional Goals, PRICE Model 7
Nursing Program Mission, Philosophy, Outcomes, Conceptual Framework..... 7-17
General Polices and Guidelines
Admission Policies 18
Medical and Criminal Background Checks 18-20
Classroom and Online Attendance Policies
Grading 21
Classroom Attendance Policy 21
Online Attendance Policy 22
Extenuating Circumstances 22
Progression Policies
Special Standards for Clinic Based Healthcare Programs 23
Academic Warning 23
Dismissal 23
Grade Appeal
Grade Appeal Procedure 24
Appeal of Dismissal 24
Adverse Action Appeal Procedures 25
Standardized Testing 25-27
Clinical Policies
Lab Preparation and Instruction 28
Dress Code 29
Equipment Requirements 29
Professional Appearance 29
Absence/Tardiness 30
Dismissal from Clinical 31
Required Nursing Abilities 31
Transportation to Clinical Sites 32
Safe Practice Guidelines 33
Student Organizations and Committees 35
Confidentiality Statement 39
Appendices
Appendix A: Vaccine Waiver Form 40
Appendix B: Herzing Health Forms 41-45
Appendix C: Confidentiality Statement..... 46
Receipt of Nursing Student Handbook 47

OVERVIEW/HISTORY OF THE NURSING PROGRAM

Herzing University was founded in Milwaukee, Wisconsin in 1965 as a computer institute. In 1966, the name of the school was changed to Herzing College and, with the addition of graduate programs, the name changed to Herzing University in 2009. As a proprietary, co-educational institution, Herzing University operates as a division of Herzing, Inc., a Wisconsin corporation. The school has experienced consistent growth expanding its focus to include business management, electronics, health care, graphic design, and public safety. With eleven (11) campuses throughout the United States and a thriving Online Campus, the University awards diplomas, associate, bachelors, and master's degrees. Herzing University is accredited by the Higher Learning Commission (HLC), one of two commission members of the North Central Association of Colleges and Schools (NCA). Programs within the University are approved and/or accredited by their appropriate bodies or have been granted developing program or candidacy status. Herzing University offers classes year round operating on a semester system with three 15-week semesters per year divided normally into 8-week or 4-week sessions. Clinical nursing courses may be offered for the full 15 week session. Courses which are offered in classroom/lab format are awarded contact hours as follows:

a. Lecture courses: 15 contact hours for each semester credit hour
b. Science and healthcare laboratory courses: 30 contact hours for each semester credit hour (equivalent to a 1:2 ratio)
c. Externships, practicum, and clinical courses: 45 contact hours for each semester hour credit (equivalent to a 1:3 ratio) (Herzing University Undergraduate Catalog, January 2012).

The Bachelor of Science in Nursing Degree in the Wisconsin market is offered as a consortia program between the Brookfield and Kenosha campuses of Herzing University. The Wisconsin Board of Nursing gave approval to admit it first students on September 10, 2010. Students were admitted to each campus with a temporary decision to admit each semester at the Brookfield campus and one time a year at the Kenosha campus. The 8-semester program was under the direction of Dr. Karen Kapke. During the summer semester 2011, Dr. Mary Green assumed the leadership role as Interim Nursing Program Director. She was joined by Ms. Jacquelyn Graetz as Assistant Nursing Program Director at the Brookfield campus. In December 2011, Dr. Elizabeth Markham was appointed Nursing Program Director and Associate Vice President of Academics for Nursing for Herzing University. The administrative team was joined in June 2012 by Dr. Kelli Smith as Assistant Nursing Program Director at the Kenosha Campus. The program has been granted new applicant status by the Commission on Collegiate Nursing Education (CCNE) and is under monitoring status by the Wisconsin Board of Nursing pending our accreditation visit. We are pleased to have an enrollment of 194 students between the campuses—125 students at Brookfield and 69 students at the Kenosha campus.

WELCOME

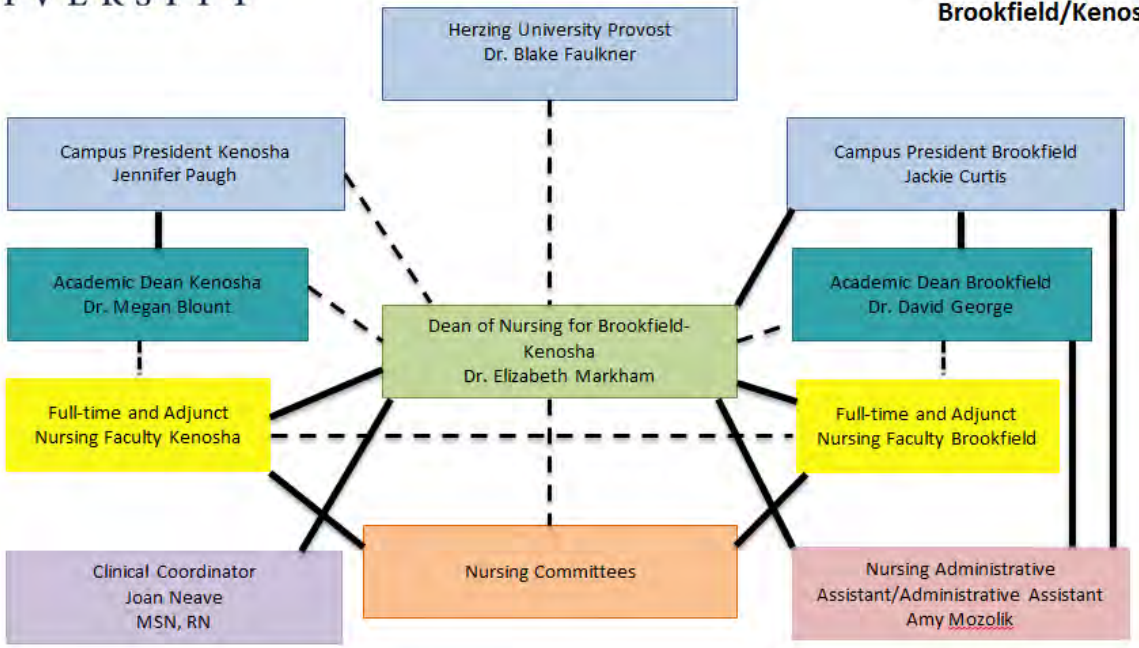
Welcome to nursing at Herzing University, Brookfield-Kenosha. We are excited and pleased that you have chosen us to help prepare you for entry into the nursing profession. This Nursing Handbook will provide you with a summary of the key procedures, policies, and information you need to be successful in your efforts. Successful completion of the program requires that you adhere to the policies and procedures of both the nursing program and Herzing University. If you have questions, concerns, or need additional clarification, please talk with your advisor, faculty members, or program directors.

May you be successful in achieving your goal to become a registered professional nurse. Enjoy your time with us.

Elizabeth S. Markham, PhD, RN
Dean of Nursing

HERZING
UNIVERSITY

Organizational Chart for Nursing Program Brookfield/Kenosha



VISION STATEMENT:

The vision of Herzing is to be the preferred career-oriented university of students, employers, and employees.

MISSION STATEMENT:

It is the mission of Herzing University to provide high-quality undergraduate and graduate degrees and diploma programs to prepare a diverse and geographically distributed student population to meet the needs of employers in technology, business, healthcare (including social work), design, and public safety. Career-oriented degree programs include a complementary and integrated general education curriculum established to stimulate students' intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement.

INSTITUTIONAL GOALS

Herzing University fulfills its mission by actively pursuing the following institutional goals:

1. To provide and promote a stable, self-perpetuating climate in which ethical behavior and community service are valued and where students and employees are challenged to excel and to develop their talent.
2. To recruit and provide admissions assistance for all qualified students, resulting in access to Herzing University's career-oriented higher education programs.
3. To develop and provide effective career-oriented higher education programs consisting of technical curricula that focus on skills sought by employers.
4. To develop and provide general education curricula designed to enhance students' analytical, oral, and written communication skills as well as stimulate their intellectual growth and personal development.
5. To develop and provide services to students that will enrich their educational experience and enhance their opportunity to achieve their career goals.
6. To periodically evaluate, revise, and improve the University's key programs and processes to ensure continual progress toward attainment of the institutional goals.

P.R.I.C.E. MODEL

The nursing program seeks to help each student develop behaviors and attributes that support a successful career. The framework appears in the P.R.I.C.E. Model (Professionalism, Respect, Integrity, Caring, and Engagement) or the P.R.I.C.E. of SUCCESS. Herzing University and Herzing College believe in the human potential and personal aspirations of each student. Based on feedback from a cross-section of our community partners (employers, clinical sites, workforce centers), Herzing has developed a framework of behaviors and attributes that support a successful and meaningful career. This framework is called the "P.R.I.C.E. of Success." In order to help each student develop and expand upon these qualities, Herzing has created a culture where students are expected to exhibit these behaviors and attributes in all interactions—inside and outside of the classroom. Herzing believes students who apply themselves and embody the P.R.I.C.E. characteristics will reach their full human potential.

The Bachelor of Science in Nursing Program
Mission, Philosophy, Conceptual Framework and Outcomes

MISSION STATEMENT

Herzing University "provides degree and diploma higher education programs of high quality that are designed to prepare a diverse and geographically distributed student population to meet the needs of employers in business, technology, healthcare, design and public safety. Programs contain a complementary and integrated general education curriculum to stimulate students' intellectual growth, contribute to their personal development and to enhance their potential for career advancement" (Undergraduate Catalog, p. 7).

Parallel to that overall directive, the mission of the Department of Nursing at Herzing University is to provide quality nursing education that prepares graduates to function in a caring, competent, ethical manner as entry level practitioners to enhance the health of persons within communities and the larger global environment by providing safe, quality, holistic healthcare as professional nurses and lifelong learners.

PHILOSOPHY

The philosophy of the Department of Nursing at Brookfield/Kenosha is a continuing reflection of the mission of the University and speaks to caring, competence, and ethics. It is congruent with the mission of the nursing program and describes faculty beliefs related to person, environment, health, nursing, community, and teaching and learning.. The mission, vision, and core values are holistic. Graduates will be prepared to work in a variety of healthcare settings with diverse populations.

The faculty of the Department of Nursing recognizes that nursing is a dynamic profession rooted in the arts and sciences and that nurses work collaboratively with the person and the community to achieve holistic health outcomes in a culturally diverse society. The nursing faculty believes nursing is a practice discipline based on caring, that is both an art and science, in which theories and knowledge from nursing and other disciplines are used to assist clients toward maximum health and wellness.

The nursing faculty believes that teaching and learning is a vigorous process where students demonstrate personal and professional accountability by taking an active role in their education. Instruction reflects respect for diversity, caring, and excellence in teaching through instructional delivery that is flexible to meet the needs of a diverse group of learners.

Professional Nursing

The faculty of Herzing University accepts the American Nurses Association (2010) definition of nursing.

> *Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations*, (p.10)

The definition goes on to include the following six essential features of professional nursing:

1. Provision of a caring relationship that facilitates health and healing,

2. Attention to the range of human experiences and responses to health and illness within the physical and social environments,
3. Integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience,
4. Application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking,
5. Advancement of professional nursing knowledge through scholarly inquiry, and
6. Influence on social and public policy to promote social justice.

As both an art and science nursing interacts holistically with the client and the community in an effort to achieve health, wellness, and education. Professional nursing incorporates patient/client advocacy, caring, cultural sensitivity, evidence-based outcomes-oriented actions and professional values to assist the patient/client toward adaptation, self-care, and equilibrium.

Making use of components of professionalism, the nurse provides high quality holistic care by acting as an advocate in issues with legal, ethical, political, or economic implications. The professional nurse demonstrates competency in delivery of complex care by providing safe, quality, and exceptional healthcare, critical thinking, clinical judgment and clinical reasoning through implementation of the nursing process.

Person

As members of a global society, people are integrated individuals with psychological, psychosocial, cultural, and spiritual dimensions. Human beings are gifted with intellects and capabilities directing them toward uniqueness, inherent worth, autonomy, and self-fulfillment. Affected by their environment people experience internal and external stressors to which they must adapt in order to maintain health. They have certain rights, privileges, and responsibilities as members of a family, community, and a greater global society.

Because people are holistic beings, they are worthy of compassionate, patient/client-centered care based on respect for patient/client preferences, values, and needs. When providing holistic care the nurse facilitates the nurse-patient/client partnerships where the patient/client and nurse collaborate and share responsibility for healthcare decision making while looking at the whole person and situation. Employed are therapeutic interventions, communication and inquiry to modify behaviors that are dynamic and ever-changing.

The core values of the nursing department at Herzing University provide a solid foundation in order to support a conceptual framework based on a holistic approach to caring. Through this framework, faculty expressed commitment to teach students theory and evidence-based nursing practice supports caring in every aspect of patient/client interactions while taking into account differing perspectives and values of the patient/client being served.

The person (patient/client; consumer; resident) is the recipient of nursing care and may be an individual, family, group, aggregate, community, or population. The person may “function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life” (AACN, 2008, p. 38) while preserving the locus of control.

Health

Health is a homeostatic process; a continuum of physiological, psychological, sociological and spiritual levels of wellness fluctuating within a state of health-illness with the individual's goal being an optimal level of health, where individual potential is realized to the fullest extent possible. Being a human experience health is often expressed in terms of wellness and illness and may occur in the presence or absence of disease or injury. Health is perceived individually according to developmental stage, cultural context, spirituality, preferences, and health literacy.

Professional nursing focuses on the following areas of health across the lifespan, at both the individual as well as the community, and global levels including vulnerable populations; health promotion; prevention; acute and chronic illnesses; elimination of health disparities; disease management; injury prevention; risk reduction; relationships of genetics and genomics to health and illness; health determinants including environmental assessments of health and illness parameters; and educating patient/clients and caregivers about the same areas.

With this dynamic situation nursing students must be prepared to assume new roles in health education, wellness, prevention, and disease management as the capability to predict future health problems becomes a greater reality with advances in science and technology.

Environment

The environment encompasses the world and we are responding constantly to both internal and external environmental factors resulting in varying degrees of health. External factors include; availability and quality of air; water; food; and living conditions. With a global increasing population, pollution, poverty, hunger, homelessness, natural disasters, and stressors of war and terrorism threatening our environment, people must collaborate to preserve our resources. Internal factors affecting a person include all of the dimensions of the person including mind, body, spirit, and emotions.

Taking a holistic approach the professional nurse assesses the person's responses to the internal and external environment determining how the health is being affected. "Because professional nurses are the human link between the patient/client and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from research" (AACN, 2008, p. 29).

The nursing education programs must prepare the students to develop the knowledge, skills, and attitudes to practice professional nursing in a multicultural environment with the ability to collaborate with members of the interdisciplinary healthcare teams from diverse backgrounds. The benchmark and goal for professional nursing and quality healthcare is provision of safe, quality, and culturally-sensitive nursing care for patient/clients across the lifespan, during all transitions of care and across multiple healthcare environments.

Society

Society is made up of groups of individuals in various dynamic arrangements. It is a system providing the framework for human behavior and expectations including physical, psychological, cultural, ethical, and spiritual elements. The framework provided allows for interactions to address personal needs and goals. The person being an integral part of society is also a member of a family, group, community, and population. Society's structure and diverse cultures affect a person's behavior in response to health and illness within their culture, and community. The professional nurse must understand and be prepared to individualize care provided to the diverse population based on the responses exhibited.

The faculty affirms the beliefs and tenets related to the value-added dimension that the nursing profession offers to society in *Nursing's Social Policy Statement: The Essence of the Profession* (ANA, 2010).

Professional Roles

Professional nursing education prepares the student to practice as a professional nurse in various roles and settings. Consistent with *The Essentials for Baccalaureate Education for Professional Nursing Practice* (AACN, 2008, p. 35), the faculty believes the following roles are relevant for the baccalaureate-prepared generalist nurse:

- Provider of care (evaluation of client changes and progress over time; developing proficiency and efficiency in delivery of safe care)
- Designer/manager/coordinator of care (manage care transitions; be an active participant on the interprofessional team; identify system issues; develop working skills in delegation, prioritization, and oversight of care)
- Member of a profession (evaluate one's practice; assume responsibility for supporting the profession)

Professionalism

Nursing is an incredibly challenging profession and professionalism encompasses the values, formation of professional roles, and images of the nurse. Values are based in understanding ethical, legal, and regulatory guidelines of the profession and society as a whole. It is important for the public to view nurses as competent educated thinkers wanting to contribute to their communities, with an expectation to contribute also to the profession and professional development of self by using critically reviewed research to define evidence-based practice and to practice lifelong learning (Larson, 2006).

CONCEPTUAL FRAMEWORK OF THE NURSING CURRICULUM

The conceptual framework of the Department of Nursing of Herzing University is consistent with the Mission and Philosophy of the Program, providing a model of professional nursing practice, utilizing a variety of concepts grounded in eclectic nursing theory, and serves as a foundation for the selection and sequencing of courses, content, and learning activities in the nursing curriculum. Required courses provide foundational knowledge that builds key concepts used to frame the actions of the professional nurse.

It is the belief of the faculty that nurses, who are responsible for a wide variety of therapeutic interventions applied across a developmental lifespan, must possess competent didactic and clinical skills. Additionally, nursing, society culture, and diversity form major components of the external environment which is constantly changing and impacts both the nurse and the patient (client, population). Finally, the conceptual framework is a dynamic, ever-changing model that should reflect the growth of knowledge in the profession and innovations in technology. Continuous re-evaluation of the model is paramount to its success. Humanities, nursing concepts and technical skills are intertwined to provide optimal care of the client.

Nursing Process

Nursing process consists of cognitive activities consisting of assessment, diagnosis, planning, intervening, and evaluating. In order to effectively make use of the nursing process, professional nurses must be able to be critical thinkers, understand the role of diversity in understanding human behavior, communicate effectively, possess clinical competencies, content knowledge, demonstrate effective leadership skills in planning and managing patient care, effectively use technology, demonstrate professionalism and demonstrate a commitment to life-long learning. Additionally, the professional nurse needs to make clinical judgments (related to evidence-based practice, meanings, quality improvement, and improved health outcomes) based on theoretical knowledge from nursing, sciences, and experience. The nurse is a critical thinker when resolving clinical and ethical problems using evidenced based practice guidelines which includes reflective thought on delivery of quality care and patient preferences and values. The nurse recognizes, raises, and is open to questions and gathers evidence to support answers (Critical Thinking Institution 2011; Nursing Trends 2010; NLN 2010).

Communication

The Joint Commission identifies communication as the root cause of approximately 70 percent of all sentinel events. Effective communication and teamwork are fundamental to quality patient care (Joint Commission, 2007). The definition of communication is the exchange of thoughts, messages, or information. The professional nurse is able to maintain congruency and accuracy in all therapeutic intraprofessional and interprofessional exchanges whether verbal, nonverbal, written, or electronic. Other essential components of effective communication with patients/clients, families, colleagues, peers, and healthcare team members are conflict resolution and or restorative justice.

Providing safe care is the primary goal of all professional nurses. Nurse's communication must be accurate, timely, efficient, appropriate, and flexible, and incorporates active listening during all transactions with patients/clients including transitions of care both within and across healthcare environments. Additionally, the professional nurse must be competent in informatics, the ability to combine nursing science with information management and care technology.

Caring/Compassion

Registered nurses are caring and compassionate; are able to accept responsibility and direct, delegate to and/or supervise others; are able to follow orders precisely; and are able to determine when consultation is required. Caring refers to thoughts and actions that maintain human dignity while relaying concern and empathy to all aspects of a person's life including cultural, psychosocial, and the physical dimensions. All nurses are patient advocates and health educators. Fostering caring and compassion is achieved by providing a patient/client-centered care approach while developing a nurturing and empathetic relationship with others, fulfilling the role as a patient/client advocate, promoting nurse-patient/client partnerships, identifying care as the primary outcome before cure, and striving to maintain human dignity for the patient/client while holding strong moral and ethical values. Professional nurses also attempt to lessen human suffering and provide caring measures to support the patient/client to die with dignity.

Safety

Patient safety is a multidimensional concept that is central to clinical education and refers to the minimization of physical and emotional risks and harm to patient/clients through the use of critical thinking, clinical decision-

making, and clinical judgment in the provision of nursing care. Included in safety measures are evaluations of system effectiveness and individual performance, and adherence to regulations, standards, and laws governing health care practice.

Evidence-Based Practice

Evidence-based practice (EBP) in nursing is a framework for approaching patient care. It represents a change in traditional nursing by requiring nursing professionals to rely on scientific research and evidence more often than experience or intuition. EBP is meant to guide treatment of patients in a step-by-step process by integrating the best research (current evidence) with clinical expertise and patient/client/family preferences and values.

Culture/Diversity

A definition of culturally congruent care is behaviors or decisions that are designed to fit with cultural values to provide meaningful, beneficial, and satisfying health care (Bednarz, Schim, & Doorenbos, 2010). Diversity includes the concept of culture and represents the "range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background" (AACN, 2008, p.37). Culturally-sensitive nursing care for patient/clients across the life-span, during all transitions of care and across the continuum of healthcare environments, is an ongoing goal for professional nursing and a benchmark for quality healthcare provided in the professional nursing program at Herzing University.

Professional Nursing Education

Because there is a need for registered nurses to be prepared with a broad knowledge base professional nursing education builds on and integrates the arts, sciences, and humanities with nursing science providing a refinement of knowledge, beliefs, values, attitudes, and skills reflected in cognitive, affective, and psychomotor domains. Based on Herzing University's foundation of valued student success and support of professional role development; the concepts and theories from nursing and related disciplines form the structure of the nursing curriculum.

Herzing's nursing program supports and encourages students to work toward the highest level to which they are capable. Nursing educators have responsibility to provide effective, appropriate and comprehensive theory and clinical experiences to assist the student in meeting their academic goals.
To fulfill the mission of providing quality healthcare, the faculty believes it imperative for the nursing curriculum to be in alignment with on-going changes in science and technology, shifting population demographics, emerging healthcare needs of contemporary society, and changes in professional nursing practice environments. Therefore, the nursing curriculum at Herzing is designed to encourage and support students as they assume responsibility for their own education.

Teaching-Learning Practices

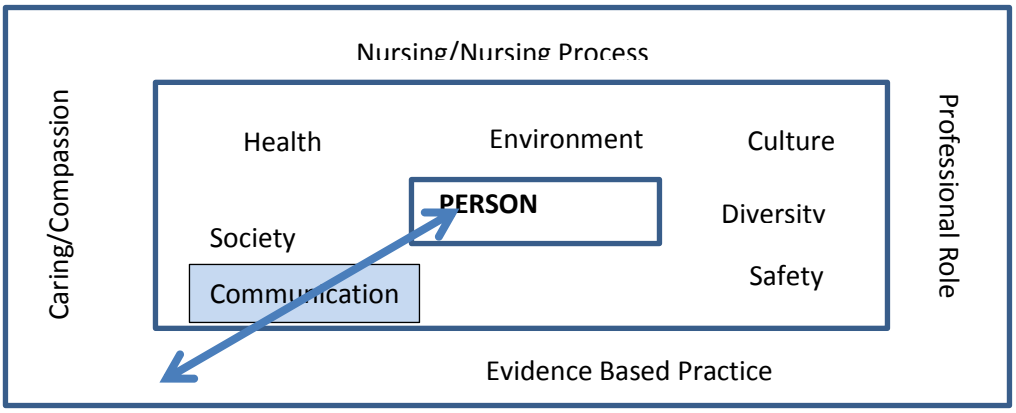
The art of teaching is to impart knowledge, while learning is the act of gaining knowledge. In nursing education we impart beliefs, values, attitudes, and skills promoting lifelong learning by the students. Teaching being a facilitation of mutual learning requires collaboration, sharing experiences, and creating a stimulating, dynamic educational environment fostering critical thinking. Learning is the outcome of teaching and is a reflection of cognitive, affective, and psychomotor domains.

Effective teaching/learning practices take into account the needs of the learner, building on prior learning experiences and predetermined standards of academic rigor; seeking to advance growth through experiences promoting a sense of excitement, curiosity, creativity, and discovery. These practices further the student's sense of valuing their own accountabilities and responsibilities for learning, and join with the learner's and support individual efforts to achieve projected learning outcomes.

Faculty facilitates the learning process through a variety of teaching strategies. Faculty also acts as role models for students. The combination of the caring role and the facilitator role form a partnership in the learning process. Learning experiences are designed to facilitate personal and professional growth. In the final analysis, the ultimate responsibility for learning rests with the learner.

The conceptual framework of the Nursing Program of Herzing University Brookfield/Kenosha is consistent with the Mission and Philosophy of the Program. It provides a model of professional nursing practice, and serves as the foundation for the selection, sequencing of courses, course content, and learning activities in the nursing curriculum. The required liberal arts courses provide the foundational knowledge upon which are built the key concepts used to frame the actions of the professional nurse. It is the belief of the faculty that the key threads (previously defined in the philosophy) of the curriculum are nursing, critical thinking and decision making, the nursing process, environment, health, society, professional role, communication, caring, compassion, safety, evidence based practice, culture, and diversity. The person (patient, client, population) is the center of universe and it is our response to those identified needs that are the processes of the practice of nursing. Figure 1, Conceptual Framework, represents schematically the faculties view.

Figure 1. Conceptual Framework



PROGRAM OUTCOMES

The program outcomes describe the professional nurse generalist who is a graduate of Herzing University. Upon completion of the program, the student will be able to:

1. Practice using caring, compassionate, culturally competent, and evidence based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of health care settings.
2. Use a broad base of techniques to effectively communicate with clients, families, health care teams, and communities.
3. Use critical thinking and decision making, local,-state, national and global policies, legislative concepts, and healthcare economics to effect quality health care and the evolving health care system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide health care.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of health care environments.
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.

RELATIONSHIP OF PROGRAM OUTCOMES TO CURRICULUM THREADS AND CCNE ESSENTIALS

PROGRAM OUTCOMES	THREAD	CCNE ESSENTIALS OF BACCALAUREATE ED.
1. Practice using caring, compassionate, culturally competent, and evidence based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of health care settings.	Person Nursing Nursing Process Professional Role Caring Compassion Safety Evidence Based Practice Culture Diversity Environment Critical Thinking	Essential I: Liberal Education Essential III: Scholarship for EBP Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
2. Use a broad base of techniques to effectively communicate with clients, families, health care teams, and communities.	Communication Society Nursing Professional Role	Essential IV: Information Managements and Application of Patient Care Technology Essential VI: Interprofessional Communication & Collaboration
3. Use critical thinking and decision making, local,-state, national and global policies,	Critical Thinking Society Nursing	Essential V: Health Care Policy, Finance, and Regulatory Environment

legislative concepts, and healthcare economics to effect quality health care and the evolving health care system.	Health	Essential II: Basic Organizational and Systems Leadership Essential VII: Clinical Prevention and Population Health
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide health care	Nursing Communication Evidence Based Practice	Essential II: Basic Organizational and Systems Leadership Essential V: Healthcare Policy Essential VI: Interprofessional Communication and Collaboration
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of health care environments.	Health Society Professional Role	Essential VII: Clinical Prevention and Population Health
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.	Professional Role Nursing Society	Essential VIII: Professionalism and Professional Values
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment.	Professional Role Communication Evidence Based Practice	Essential I: Liberal Education Essential III: Scholarship and Evidence Based Practice Essential VIII: Professionalism and Professional Values
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.	Critical Thinking Evidence Based Practice Communication Professional Role Culture Diversity	Essential I: Liberal Education Essential III: Scholarship and Evidence Based Practice Essential VIII: Professionalism and Professional Values

Nursing Advisory Committee
The Nursing Advisory Committee is made up of representatives of the community of interest of the Nursing Program. The Advisory Committee informs the Nursing Unit Chairperson and the Nursing faculty about how the program can best serve needs of the community of interest.

References

American Association of Colleges of Nursing (AACN). (2008). *The essentials of baccalaureate education for professional nursing practice.* Washington, DC: Author.

American Nurses Association (ANA). (2010). *Nursing's social policy statement*: *The essence of the profession.* Washington, DC: Author.

Bednarz, H., Schim, S., & Doorenbos, A. (2010). Cultural diversity in nursing education: Perils, pitfalls, and pearls. *Journal of Nursing Education*; 49(5): 253–260.

Critical Thinking Institution. (2011) critical thinking and nursing. Retrieved from http://www.criticalthinking.org/pages/critical-thinking-and-nursing/834

Institute of Medicine-Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing. (2011). *The future of nursing: Leading change, advancing health.* Washington, DC: The National Academic Press.

Larson, S. A. (2006). *Create a good impression: Professionalism in nursing.* National Student Nurses' Association

McCannon, C.J., Hackbarth, A.D., & Griffin, F.A. (2007). *Miles to go: An introduction to the 5 million lives campaign.* Joint Commission on Accreditation of Healthcare Organizations, *33*(8), 477-483

Fero, L.J.; Witsberger, C.M.; Wesmiller, S.W., Zullo, T.G., Hoffman, L.A. (2009). Critical thinking ability of new graduate and experienced nurses. *Journal of Advanced Nursing*; 65(1), 139-148

National League of Nursing. (2010) Critical Thinking. Retrieved from http://dev.nln.org/testproducts/pdf/CTinfobulletin.pdf

QSEN-Quality & Safety Education for Nurses. (2011). *About QSEN-Quality and safety education for nurses*. Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Patient/client-centered care.* Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Teamwork and collaboration.* Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Evidence-based practice.* Retrieved from http:// http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Quality improvement*. Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Safety*. Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Informatics*. Retrieved from http://www.qsen.org/competencies

GENERAL POLICIES AND GUIDELINES

NURSING PROGRAM ADMISSION GUIDELINES (effective September 2012)

Unconditional Admission.

To be unconditionally admitted into a nursing program, nursing applicants must meet the following requirements in addition to the "Undergraduate Admissions Criteria" outlined in the Herzing University undergraduate catalog.

- Applicants must have a grade point average (GPA) of 2.5 or higher.

  Note: If an applicant has completed less than 12 semester credit hours of college courses, the high school GPA is used in the calculation. If an applicant has completed 12 semester credit hours or more of college courses, the college GPA is used in the calculation. If an applicant has a GED and less than 12 SCH of college credits, a default high school GPA of "C" (2.5) will be used.

- Applicants must achieve at least the following minimum scores in each of the four composite areas from the most current version of the Test of Essential Academic Skills, (TEAS):
  - Reading – 69.0
  - Math – 63.3
  - Science – 45.8
  - English – 60.0
- Applicants must have completed either high school biology or high school chemistry—or the college equivalent—with a "C" or better. (Note: Applicants to the Madison Campus nursing program must have completed high school math, biology and chemistry—or the college equivalent—with a "C" or better.)

If there are more qualified nursing applicants than available openings, applicants will be rank ordered for admission by grade point average (GPA).

Conditional Admission.

On a space available basis, a limited number of nursing applicants may be admitted to the University on a conditional basis. To be eligible to be conditionally admitted, nursing applicants must:

- Have a high school or college GPA of at least 2.0,
- Achieve at least a minimum composite score of 48 on the Test of Essential Academic Skills, (TEAS).

If there are more qualified conditional applicants than available openings, applicants will be rank ordered for admission by grade point average (GPA).

Students conditionally admitted must successfully complete the following courses or tutoring as applicable:

- PD 090, Student Success Skills (1 SCH), if the grade point average is below 2.5.

- MA 090, Fundamentals of Mathematics (4 SCH), if the TEAS Math score is below 63.3.
- EN 090, Principles of Communications (4 SCH), if the TEAS Reading score is below 69.0 or the TEAS English score is below 60.0.
- At least four (4) semester credit hours of natural science (i.e., anatomy and physiology, biology, chemistry, etc.) with a grade of C+ (76%) or better (or a science refresher tutoring program as prescribed by the Campus Academic Dean), if the TEAS Science score is below 45.8.
- Other supplemental tutoring as determined appropriate by the Campus Academic Dean.

A conditionally admitted student may complete the above coursework/tutoring either as:

- A non-degree seeking (special) student or
- While enrolled in a non-nursing academic program at the University or
- While enrolled in the nursing program on a conditional basis.

Upon completing the conditional requirements, students may transfer or continue in the nursing program on a priority basis at the next available opportunity.

MEDICAL AND CRIMINAL BACKGROUN CHECK REQUIREMENTS

CRIMINAL BACKGROUND CHECKS:

Caregiver Background checks are required for all persons working or training in facilities that provide care for others or have access to people who receive care (per 1997 Wisconsin Act 27). Nursing students fall into this category. Additionally, students must meet the requirements of the individual clinical facilities with which we work in order to progress within the Nursing Program. Background checks for Herzing University are procured through CertifiedBackground™.

Students will be asked to complete the Wisconsin Background Information Disclosure (BID) form (HFS-64) which is used to begin the process. If a student has lived outside the State of Wisconsin within the past three years, additional state and/or federal background checks may be required. Falsified or missing information on the BID is grounds for dismissal from the Nursing Program. Herzing University students must comply with State and Federal laws as well as the requirements of the clinical facilities with which we work. Students are responsible for the cost of the background check.

A complete background check as proscribed under Wisconsin law includes:

- The completed Background Information Disclosure (BID);
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing;
- An electronic criminal history search from the Department of Justice; and
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse and/or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal courts criminal history search, a check of relevant military records, and a check of county or other local

records. If a criminal background is verified, this could prevent a student from completing clinical and course requirements and affect their eligibility to take the NCLEX-RN exam for licensure. We are obligated to release all background information concerning any student to any clinical facility where class is taken and our facilities as well as the State Board of Nursing have the right to reject any students who fail to meets their standards.

If a clinical facility will not accept a student based on their criminal background check, the student will not be able to successfully complete the Nursing Program. If a student determines that the background report is incorrect, or wishes to take legal action regarding past criminal activity, he or she must do so without the help of the college, and must obtain and pay for any legal or other assistance required. A student is ineligible for placement at a clinical facility until a corrected or revised background check is available.

Any student whose background check generates an unfavorable report is required to sign the Herzing University Background Check Acknowledgement.

The purpose of these requirements is to:

1. Comply with State law.
   Comply with clinical affiliates who require a student background check as a condition of their contract.
3. Provide early identification of students who may have difficulty meeting eligibility for NCLEX licensure requirements.
4. Promote and protect patient/client safety.

MEDICAL REQUIREMENTS

In order to enroll in and attend clinical courses, documentation of the following requirements must be provided:

a. Health history and examination by a physician, nurse practitioner, or physician assistant, completed within one year from the start date of the first clinical course. Reasonable accommodations will be made for students whose health examination indicate the need.
b. Proof of vaccination or lab report of titer as follows:
   - Measles (Rubeola): two doses of a live measles vaccine given after the first birthday or evidence of measles immunity. A blood titer is required to prove immunity.
   - German measles (Rubella): Immunization for Rubella or a Rubella titer.
   - Tetanus/diphtheria (Td): Tetanus/diphtheria booster within the last ten years.
   - Poliomyelitis: Both primary and booster vaccinations.
   - Hepatitis B Vaccine: Documentation of three immunizations or start of immunization series or a student may sign a Release of Responsibility form or provide a titer showing immunity.
   - Varicella: Either proof of vaccination, disease (year of exposure required), or a blood titer showing immunity.
   - Seasonal Flu Vaccine: Proof of vaccination for the annual flu vaccine
c. Results of Tuberculin (TB) Skin Test within past year and every year thereafter (chest x-ray and physician documentation of freedom from TB are required if skin test results are positive; or the Tuberculosis QuantiFERON blood test is required by some agencies in the state of Wisconsin. Results must be valid through the end of the clinical semester.
d. Evidence of the American Heart Association Health Care Provider CPR (cardiopulmonary resuscitation) certification valid through the end of the clinical semester.
e. Current health care insurance coverage (most Wisconsin agencies)

f. If it is required by a clinical facility, the student must complete a drug screening test or any additional tests required.

On an ongoing basis throughout the Nursing Program, faculty and students must meet these additional requirements:

a. Annual documentation of freedom from tuberculosis
b. Negative drug screen at any time a screen is required. Any student who tests positive on a drug screen may be dismissed from the Nursing Program and/or clinical classes.
c. Continued certification in CPR

It is the student's responsibility to ensure that all documentation meets the above requirements and remains current throughout their program. In the event that documentation expires, students will be banned from clinical classes until such time as the updated documentation is submitted. Failure to provide updated documentation may result in failure of the clinical class.

The Nursing Program and its contracted agencies reserve the right to request repeat background checks at any time during your enrollment. Failure to comply with this request may result in dismissal from the program.

CLASSROOM AND ONLINE ATTENDANCE POLICIES

Grading:

The following general education prerequisite courses and all NB courses must be passed with a grade of "C+" (76%) or better for students enrolled in the nursing program.

- Anatomy and Physiology with Lab
- Chemistry
- College Algebra and Statistics
- Microbiology
- Principles of Nutrition
- Psychology
- Sociology

It is the policy of the University when awarding grades for nursing courses that have a lab and/or clinical component, the earned grade awarded to the students will be the grade earned in the theory portion of the course. For example, a student who completes the lab and clinical "graded" activities with an "A" but earns a "B" in the theory component, will be awarded a grade of "B" for all the components of the course. Likewise, if a student fails the laboratory or clinical portion of the course, they will be awarded a grade of "F" in the theory portion of the course as the student has demonstrated unsafe behaviors and cannot progress. Students repeating clinical nursing courses repeat all components of the course, i.e. lab and clinical.

Classroom Attendance Policy:

Herzing University emphasizes attendance at all classes in order to learn skills, develop academically, and develop work habits including responsibility and reliability. Students are expected to inform faculty when they will miss a class. Students returning to class from an absence are expected to address missed materials with the instructor outside of the scheduled class; therefore, the student must schedule an appointment with

the faculty member. The attendance policy is a "no fault policy" meaning excuses are not required. Missed assignments fall under the "Late Assignment Submission" policy and you may lose points for missed assignments or tests. Please note the "Extenuating Circumstances Policy Below" and "Clinical Attendance Policies" for important notes.

Online Attendance Policy:

Students enrolled in an online course(s) must complete one of the following academically related activities within the Blackboard system in order to be marked as present:

- Post to a discussion board
- Submit an assignment
- Complete a quiz or exam

Logging into an online course and navigating the virtual classroom will not count as participation or attendance; a student must complete one of the above academically related activities. Please note, that there are a significant number of other academically related activities required for success in online courses like: reading discussion boards, reading course materials, reading or listening to lectures and messaging instructors; but these activities do not count as attendance in the online environment per the US Department of Education.

Attendance for all courses is tracked and a student not attending a ground campus course(s) and/or completing an attendance-measurable academically related activity in their online course(s) for fourteen consecutive calendar days will be withdrawn from Herzing University.

Extenuating Circumstances

If there are extenuating circumstances (such as a documented health problem, a family emergency, jury duty, military reserve service obligations, etc.) that caused an absence or is expected to cause absences in the future, the student should contact his or her instructor or the Assistant Nursing Program Director or Director immediately. The" Late Assignment Policy" may not apply in these documented circumstances.

LATE ASSIGNMENT SUBMISSION GUIDELINES

All assignments must be submitted via hard copy (electronically per instructor preference) to the designated instructor. Electronic submission will be accepted unless ***specified*** by the instructor. All assignments must be submitted at the designated time. Assignments submitted after the time due will be subject to the following reduction:

PAPERS AND EXAMINATIONS: Students are expected to submit required work on time. Examinations are to be taken when scheduled. Makeup work will not be given. Make-up tests will be given at the discretion of the teaching team. Unexcused absence from a test will result in a zero (0). A make-up test, if given, will be based on the original test objectives, but the items will be different. Missed examinations will be completed the last week of the semester.

The late penalty is as follows and the percentage represents a reduction in the total point grade available for an assignment. Sundays and school holidays do not count as late days as the college is not open.

- *20% for up to one school day late*

- *40% for up to two school days late*
- *60% for up to three school days late*
- *80% for up to four school days late*
- *No late work will be accepted 5 school days after the due date for either theory or clinical and the grade for the assignment will be "0" points (or "F")*

PROGRESSION POLICIES

Special Standards for Clinic Based Healthcare Program

In clinic based nursing programs where the minimum passing grade for core courses is a C+ (76%), undergraduate students must maintain a PGPA of at least 2.00 and may not have more than two failures in the core course of the program, irrespective of program grade point average (University Undergraduate Catalog, May 2012).

For a student enrolled in the nursing program, this means the following:

1. General education course may be repeated.
2. Any course with the prefix SC or Math course required for nursing may be repeated X 2.
3. The second failure of a nursing course (prefix NB) will result in dismissal from the nursing program.
4. Students must maintain a 76 (C+) or above average in all science, nutrition, math, and nursing courses in order to progress.
5. Nursing grades are not rounded.

Academic Warning

Students whose grade point average (PGPA) is less than 2.00 and whose pace of satisfactory completion is less than 67% or have failed a course that requires a C+ or better at the end of a semester are placed on warning for a period of one semester. Undergraduate students on academic warning who improve their PCPAS to at least 2.00 and attain the minimum 67% cumulative completion rate by the end of the semester of warning are removed from academic warning (University Undergraduate Catalog, May 2012).

Dismissal From the University for Lack of Satisfactory Academic Progress

An undergraduate student will be dismissed from the University for lack of satisfactory academic progress in the following circumstances:

1. The student did not successfully complete (with passing grades) any of the courses taken in his or her first semester of enrollment.
2. The student did not raise his or her PGPA to at least 2.00 by the end of a semester of academic warning.
3. The student received two failures in the core courses (nursing courses) irrespective of PGPA. The student may be dismissed without first being placed on warning if the two failures occurred in the same semester.
4. The student did not meet the 67% pace requirement by the end of the semester of academic warning.

GRADE APPEAL POLICY

GRADE APPEAL PROCEDURE

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member who is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and valid grounds for a grade appeal.

Any student who contests a course grade shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined in the section on resolving academic concerns, in this handbook. These procedures are not to be used in cases involving student academic dishonesty; the Herzing University Code of Academic Dishonesty will be followed in these cases. A grade appeal must be submitted in writing within two weeks of an exam and within 15 days of grade issuance for a nursing course (the student has up to 30 days to appeal outside of the nursing department).

1. The student shall present the appeal in writing to the Course Coordinator (if this is not the instructor of record). The written statement shall limit itself to citations of evidence pertaining to the valid grounds for the appeal. By conferring with the student and the instructor, the Department Chairs will seek resolution by mutual agreement.
2. Failing such resolution, the written appeal shall be forwarded to the appropriate Assistant Director of Nursing.
3. If resolution is not achieved, the Nursing Program Director will convene the Grade Appeals Committee consisting of 1 student representative and 3 faculty members who will review the appeal and make a recommendation to the Nursing Program Director. If the committee affirms the instructor's decision, the Director will notify in writing the faculty member and the student as appropriate. If the committee supports the student's appeal, it shall prescribe the method by which the student will be reevaluated. If it is a final grade, the faculty of record shall submit the corrected grade to the Registrar.
4. Should the student still feel the issue has not been resolved, then the student may proceed to the University Grade appeals process outlined in the University Undergraduate Catalog (May 2012) and the Herzing University Student Handbook which is as follows:
    - A written grade appeal may be submitted to the Academic Dean. A grade appeal must be made within two weeks for an exam and within 30 days of grade issuance for a course. The Academic Dean will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal.
    - Normally, the decision of the Academic Dean regarding a grade appeal is final. However, if the student still feels a satisfactory solution has not been reached, the student may submit a further written appeal to the Campus President. Appeals to the Campus President must be submitted within 30 days of the Academic Dean's decision. The Campus President's decision will be made in writing within seven days of receiving the appeal and will be final.

Procedures for Appeal of Dismissal From the University and/or Termination of Financial Aid Eligibility

If a student is dismissed from the University or has eligibility for financial aid terminated for failing to meet the standards of satisfactory academic progress, the student may appeal by following the steps below:

1. The student may submit a written petition to the Satisfactory Academic Progress Committee through the Academic Dean's office. The written petition of appeal must contain verifiable documentation of mitigating or extenuating circumstances that contributed to proof dismissal, or financial aid termination or all rights of appeal expire. The Committee will meet within two weeks of receiving an appeal and will attempt to accommodate more urgent schedules.
2. The Satisfactory Academic Progress Committee will be comprised of the Campus Academic Dean, the Campus Director of Educational Funding, and at least one additional member appointed by the Campus President. The Satisfactory Academic Progress Committee will consider all the facts of the appeal and will provide a recommendation to the Campus President within two days.
3. The Campus President will consider the recommendation of the Satisfactory Academic Progress Committee and will render the final decision on the petition in writing within two days. If the petition of appeal is approved, the student will be reinstated on probation, and provisions of the University's probation policy will apply.

Note: A student who withdraws while in good standing with the University or is withdrawn for administrative reasons while in good standing with the University (such as for having missed excessive classes) may be readmitted through a reapplication process and is not required to appeal under these provisions.

Adverse Action Appeal Procedures

Adverse actions are disciplinary actions due to a student violating student conduct policies or academic honesty standards. These can include termination, suspension, probation, or other academic penalty. An example of "other academic penalties" could be the awarding of a zero on a test or assignment or assignment of an "F" (failure) in a course. All adverse actions take effect immediately when imposed by the appropriate instructor or campus administrator, but they are subject to appeal.

STANDARDIZED TESTING

Students in the nursing program are required to take online standardized tests throughout the curriculum. These standardized tests have been found to be predictors of success on the NCLEX-RN examination. Valuable feedback concerning the student's strengths and weaknesses can assist the student in examining learning outcomes, while providing important information to the faculty who are responsible for ensuring that students' learning experiences are leading to expected program goals and outcomes. Each course that utilizes a standardized online test will incorporate the grade earned on the standardized test as a percentage of the final course grade and will be specified in the course syllabus.

The ATI standardized testing and remediation program will be used by Herzing Brookfield-Kenosha. Students who fail to take a course-related standardized exam will earn a grade of "incomplete" until the exam is completed. Students who achieve less than the identified benchmark score will be expected to complete a course specific plan for review and remediation. The faculty have established benchmark criteria for the standardized tests in each subject area to promote success for students on the NCLEX-RN exam. The benchmark for ATI standardized tests is ≥ Level 2. Students who score less than Level 2 (Level 1 or Below Level 1) on any ATI standardized exam will be required to complete an assigned review and remediation activities. In addition, the benchmark for the ATI predictor exam is a score of 91%.

Teacher made examinations must meet the following guidelines for use in the program. Faculty have 5 business days to evaluation and award final grades on exams.

Test Construction: NCLEX-RN question formats are used provide increase objectivity in testing and to increase student comfort with the NCLEX-RN testing environment.

Test Blue Printing and Evaluation: To assure examinations reflect outcomes and content covered in the respective courses and to assure validity and consistency in the quality of testing.

Leveling of Test Questions based on program levels:

a. Level 1 (Semesters 1 and 2): 70% Recall and Comprehension, 30% Application
b. Level 2 (Semester 3 and 4): 60% Comprehension, 40% Application (May include 1 or 2 Synthesis questions toward end of semester)
c. Level 3 (Semester 5 and 6): 20% Comprehension, 60 % Application, 20% Analysis and Synthesis
d. Level 4 (Semesters 7 and 8): 10% Comprehension, 50% Application; 40% Analysis, Synthesis, and Evaluation.

Test Analysis and Evaluation: Assists in the evaluation of program effectiveness. Test Analysis assesses reliability and validity of test and includes difficulty levels, item Discrimination ratio and KR 20. When tests are analyzed, if the faculty member makes a decision to discard items from the test, this will result in a new number of questions used for calculation of the final score (i.e. if it is a 30 item test and you discard 2 questions, the score is now calculated on 28 items). It does not matter whether the student answered correctly or incorrectly an item which is discarded; it no longer is calculated in the final grade. Faculty reserved the right to retest discarded content on future tests or via other methods to assure outcomes. Grades are not curved in the nursing department.

The standardized testing plan appears below:

TOOLS	CONCEPTS MEASURED	WHEN ADMINISTERED	HOW USED (OUTCOMES)
TEAS Test: Proctored	Student basic achievement level upon entering the program. Measure aptitude in Reading, English, Math, and Science	During the Admission Process	To establish baseline for student level of achievement To compare achievement of Herzing students to national norms To identify students at risk for lack of success.
Anatomy and Physiology Proctored (New Exam to be completed by ATI)			Measure outcomes; identify areas for remediation; provides targeted remediation plan in content area.
Self -Assessment Inventory—Online		Semester 3 (or when in NB206)	Student determination of needs to establish

Practice			baseline remediation plan
Nurse Logic	NurseLogic helps students expand their critical thinking and problem solving skills while learning how to be test question savvy.	Semester 3 (or when in NB206)	Critical thinking development
Learning Systems	Introduction to ATI testing.	Semester 3 (or when in NB206)	Practice testing opportunity consisting of Pre-made practice tests covering a broad range of Nursing topics with flexible features, including rationales and optional scoring to encourage practice on NCLEX-RN style exams.
HAPPI Survey	Student Expectations of the Program and University	Each Semester	To assess student perception of program
Critical Thinking-Entrance	Critical thinking and decision-making status at the beginning of the program.	Semester 3 (or when enrolled in NB206)	Faculty Identify student's level of critical thinking and facilitate higher order skills through materials and strategies
Fundamentals of Nursing, Proctored		Semester 3 (or when enrolled in NB210)	Assess mastery of foundational nursing information.
Pharmacology Made Easy		Semester 3 (or when enrolled in NB 210)	Provides information on medications and case study application.
Pharmacology, Proctored Nutrition Proctored Start Adult Med-Surg Practice Exams	Assesses content knowledge in relation to NCLEX-RN test plan	Semester 4 (or when enrolled in NB 220)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in content area.
Mental Health Nursing, Proctored	Assessment of nursing knowledge in sub-specialty and identify areas for remediation.	Semester 6 (or when enrolled in NB 308)	Measure outcomes in mental health nursing; identify areas for remediation; provides targeted remediation plan in content area.
Maternity Nursing, Proctored Pediatric Nursing, Proctored Community Nursing, Proctored	Assessment of nursing knowledge in sub-specialties and population care and identify areas for remediation.	Semester 7 (or when enrolled in NB400 and NB409)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in content areas. To assess knowledge

			acquisition in the care of childbearing and childrearing families; and care of populations
Adult Health, Proctored	Clinical judgment and general knowledge base in med-surge nursing.	Semester 8 (or final semester of enrollment or NB 450, NB 446)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in adult health.
Nursing Leadership, Proctored	Assessment of minimal competency in management and delegation of nursing care.		To assess beginning management and leadership abilities and decision-making
Critical Thinking, Exit	Critical thinking and decision-making change over the course of the program (areas measured are inference, interpretation, analysis, evaluations, self-regulation, and explanation		To assess change in student's critical thinking abilities at exit from nursing curriculum
Practice RN Predictor Test & RN Predictor Test	Assess likelihood of success on the NCLEX-RN; identify areas for remediation.		To predict RN Success on NCLEX-RN Exam To define a final remediation and review plan

CLINICAL POLICIES

THESE POLICIES SUPERCEDE THE HERZING POLICIES. These policies meet legal and professional guidelines for the safe practice of nursing care.

STUDENT RESPONSIBILITY IN THE LAB

1. Lab Preparation
   The nursing lab has a lab coordinator on each campus. Faculty teaching courses with a lab component plan laboratory experiences and are assisted by the lab coordinator.

   a. Lab Instruction

The course instructor will collaborate with the lab coordinator to develop a schedule of open lab hours in addition to scheduled lab classes to allow for student practice time. All faculty will have expectations that all students will complete 2 practice checks with an instructor/lab coordinator prior to final check-off. The course instructors monitor for completion of check-offs. The lab coordinator will assist with skills check-offs as time permits.

a. Lab cleaning and maintenance
Students have the responsibility to help maintain the labs safe and clean environment. Please assist with lab clean up after use.

b. Ordering of supplies
Faculty request supplies. If there are items you feel you need, share with your instructor. Our goal is to assure you have what you need to meet the course objectives which are based on national standards not the latest products on the market.

c. SIM Lab
The course instructor, in collaboration with the lab coordinator, will plan and set up the simulations for their classes and participate with the running and debriefing of the simulation. Students are evaluated on the announced objectives for the experience. Preparation is essential. Faculty will assist with the evaluation of students in collaboration with the lab coordinator. All simulations have a debriefing experience.

2. Laboratory Hours: Currently labs are open Monday through Friday, 0800-1630 hours or as needed for check-off, practice, or study sessions. Lab hours are reviewed each semester and arranged to meet the needs of the students.

DRESS CODE

The Nursing Program has an official uniform. Uniforms are expected to be kept clean and in good repair. Substitution of other clothing or uniform types is permitted when requested by the clinical site and/or agency. Students must present a professional appearance whenever they are in the skills lab and/or clinical facilities; therefore, uniforms are to be worn to all clinical sites. The required uniform consists of:

a. Scrub top with the embroidered Herzing logo or official patch with scrub pants. All students will purchase at least one uniform. Students have the option to purchase the matching uniform jacket.

b. White shoes with closed heels and toes and rubberized soles

c. White or dark socks

d. Name badges which will be worn in all clinical settings (See additional name badge information below).

e. Lab coat which will be worn on clinical units to do preparation prior to clinical experiences. Lab coats may also be worn over the student uniform.

f. Alternate uniforms (as defined by the agency) generally require the following:

    a. Business casual dress clothing
    b. Closed toed shoes
    c. No visible cleavage
    d. If wearing dresses, no shorter than just above knee level
    e. Name badge worn in clinical setting
    f. Lab coat may be optional.

Equipment Requirements

For both classroom practice and clinical experiences use, each nursing student is expected to have the following:

a. Watch with a second hand
b. Stethoscope with bell and diaphragm capabilities
c. Black writing, non-erasable pen

Professional Appearance

In order to comply with infection control policies and enhance the comfort of his/her patients, the student must be clean, neat, and in compliance with the Nursing Program and agency dress code when reporting for clinical experiences. Non-compliance with the professional appearance practices may result in dismissal from the clinical setting for the day.

a. **Jewelry**: Wedding or engagement rings and a maximum of two stud earrings per ear are allowed. No dangling earrings, hoops, necklaces, as well as no facial or tongue piercings are allowed to be worn. The student should bring a large safety pin for pinning jewelry to clothing when rings must be taken off for certain clinical areas (i.e. surgery, OB delivery, nursery, etc.). Nose and tongue rings are not permitted.

b. **Hair**: Hair is to be clean, neat, pulled back and secured so that hair does not come in contact with the patient or the sterile field; men must be shaven or have neatly trimmed beards and/or mustaches.

c. Nails: Nails are to be kept short, clean, and in good repair without polish. No artificial nails or nail enhancements are permitted (This includes artificial nail tips, appliqués, acrylic gels, and any additional items applied to nail surface).

Body Art: Any tattoos or other form of body art should be covered by the uniform.

All students in clinical settings must wear their Herzing University name badge and whatever other identification the facility requires at all times.

No additional warnings will be given. If a student arrives without the appropriate name/id badge they will NOT be allowed to participate in clinical or to provide patient care. This counts as clinical absence—hours must be made up. See above clinical absence policy. The student should follow the "Student Uniform Policy" found in the Student Handbook.

ABSENCES AND TARDINESS:

Students are expected to be at clinical on time according to their schedule. However, emergencies do happen. The following policy is in effect:

First occurrence: if 15 minutes or less from stated clinical start time—written warning. If greater than 15 minutes from stated clinical start time—student will not be allowed to participate in clinical or to provide patient care; counts as clinical absence—hours must be made up and paper required. See No Call/No Show policy below for instructor notification requirements.

Second occurrence: any tardiness after first occurrence—student will not be allowed to participate in clinical or to provide patient care; counts as clinical absence—hours must be made up and completion of an instructor specified activity will be required.

There are no clinical absences permitted. The student who misses clinical jeopardizes achievement of the course objectives and may receive an unsatisfactory clinical grade. An unsatisfactory clinical grade results in failure of the course. Should an emergency arise, the student is expected to contact the professor immediately. The unit must also be contacted at least one (1) hour prior to the beginning of the scheduled shift.

Herzing University does not provide for make-up opportunities for students who take elective vacations or time off during the semester. These absences may result in failure of the course.

NO CALL/NO SHOW

Any student who does not show up for clinical and who does not call the instructor within 15 minutes after the stated start time of clinical will be automatically failed from clinical. No call/no show—automatic clinical failure.

Extenuating circumstances will be reviewed and considered by the instructor and the Program Director.

DISMISSAL FROM CLINICAL

Students will be dismissed from clinical if unprepared for the clinical experience, inappropriately dressed for the clinical setting, or demonstrates unsafe behaviors.

REQUIRED NURSING ABILITIES

Students accepted into the nursing program will need the cognitive ability, emotional stability and physical abilities and endurance to complete the nursing program and practice professional nursing. The nursing student must be able to: exercise safe judgments based on assessment data; remain visibly calm in emergency situations; interact in a caring manner with clients and others; follow directions; effectively respond to the evaluation process; be flexible; demonstrate honesty and integrity. The nursing student cannot pose a significant risk or direct threat to the health or safety of themselves or others.

Specific functions, abilities and physical requirements for the nursing student include:

1. Delivers nursing care which may involve standing, sitting, kneeling, bending, pushing, and pulling, carrying, lifting, walking, reaching, and twisting. The ability to lift at least 50 pounds is essential to assist clients with ambulation, transfers, position changes, and to transport clients within the health care setting. Students with injuries may be required to submit a health care provider's statement attesting to their ability to perform the above duties. Manual dexterity is essential in the performance of many nursing tasks (i.e. preparation of certain medications, administration of treatments such as dressing changes and intravenous fluids, obtaining vital signs, etc.) CPR certification without restrictions is required.
2. Follows written and verbal directions.

3. Communicates knowledge both verbally and in writing. This includes the ability to read, write, hear, and see. Students must be able to speak clearly enough to participate in individual and group discussions in a variety of settings.
4. Observes and interprets client data and incorporates that data into the plan of care. This includes assessment and analysis of the physiological, psychosocial, spiritual, and cultural needs of the client. The ability to see, hear, feel, and smell is essential to the collection of data.
5. Implements and evaluates nursing care based on the plan of care for a group of clients in all settings in which nursing care is provided. This includes the ability to utilize standard nursing equipment.
6. Provides education for clients and their families, including discharge planning. There are additional educational tasks the nursing student performs which involve teaching peers and others.

This description of the essential abilities of the nursing student is meant to include the major areas of responsibility, and is not intended to be limited to the above information. If you believe you need a reasonable accommodation to be able to perform these essential functions, please contact the Nursing Program Coordinator.

Students who need other assistance for test taking, class work &/or clinical work accommodations should follow the procedures outlined in the College Catalog or see their Academic Advisor for assistance.

Any illness, injury, or condition in which physician or practitioner intervention was sought requires a signed release statement with limitations or restrictions listed before attendance at clinical.

Transportation to Clinical Sites

The Nursing Program uses a variety of clinical facilities for student learning experiences. The facilities are located in various areas of the community and require students to provide transportation to and from the facility. Students are responsible for their transportation to and from health care agencies for clinical experiences. Under no circumstances are students allowed to transport patients/clients in their private vehicles.

SAFE PRACTICE GUIDELINES

Supervision of a Student in Clinical

A faculty member, clinical lab personnel, or preceptor will be immediately available to a nursing student at all times to provide guidance and evaluation of student's performance.
Preceptors are used for specialized clinical experiences and are selected according to College policy to meet particular course objectives and enhance the variety of clinical experiences for the student.

Safe Nursing Practice Definition

Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the client. Safe practices imply that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the client.

Unsafe Nursing Practice:

A. An act or behavior of the type which violates the Wisconsin *Nursing Practice Act.*
B. An act or behavior, which violates the *Code for Nurses* of the American Nurses'Association (www.nursingworld.org).
C. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the patient, a family member or substitute familial person, another student, a faculty member or other health care provider.
D. D. An act or behavior, which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

Unsafe Practice Procedures

Safe practice is an essential requirement for progression to the next course and will be judged by the clinical support personnel. A student who engages in unsafe practices will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of "F" for the course. Documentation of unsafe practices will be formulated by faculty and discussed with and signed by students. Faculty will determine if the student is to be dismissed for the day or the remaining portion of the course. In addition, unsafe practices may result in release of the student from the Nursing Program.

Professional Student Conduct

The Nursing Program Director and faculty will implement policies related to student conduct that incorporate the standards for safe nursing care, including but not limited to the following:

a. A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
b. A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
c. A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
d. A student shall implement measures to promote a safe environment for each client.
e. A student shall delineate, establish, and maintain professional boundaries with each client.
f. At all times when a student is providing direct nursing care to a client the student shall:
    i. Provide privacy during examination or treatment and in the care of personal or bodily needs; and
    ii. Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
g. A student shall practice within the appropriate scope of practice as set forth in the Board of Nursing standards.
h. A student shall use universal blood and body fluid precautions
i. A student shall not:
    i. Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
    ii. Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
j. A student shall not misappropriate a client's property or:
    i. Engage in behavior to seek or obtain personal gain at the client's expense;

ii. Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
iii. Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
iv. Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.
v. Accept any gifts from patients or clients**.**

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

k. A student shall not:
    i. Engage in sexual conduct with a client;
    ii. Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
    iii. Engage in any verbal behavior that is seductive or sexually demeaning to a client;
    iv. Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full or informed consent to sexual activity with the student.

l. A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient of the student in any of the following:
    i. Sexual contact
    ii. Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
m. A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student.
n. A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.
o. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
p. A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability. As required by Federal and State law, appropriate and reasonable accommodations will be made to students with qualifying disabilities if requested according to Herzing University procedures set forth in the *University Catalog*;
q. A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;
r. A student shall not obtain or attempt to obtain money or anything of value from a patient;
s. A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
t. A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board, or administration of medications as a medication aide without a certificate issued by the Board.
u. A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;
v. A student shall not assist suicide

A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to Herzing University, its faculty or preceptors, or to the Board.

Substance Abuse

Herzing University requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the College is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substances during any part of the Nursing Program, including classroom work, laboratory assignments, and clinical settings in which the nursing students participate. Therefore, any situation where a student's ability or performance is impaired by drugs or alcohol will be dealt with in the following manner:

a. The campus director or academic manager may warn, suspend, or dismissed from school any student for violation of the Code of Conduct as detailed in the *University Catalog*. Such students will be ineligible to receive any refund of tuition.
b. The action taken against any student will be based upon the severity of the infraction.
c. Each case will be handled and determined on an individual basis and will be completely documented and filed in the student's academic file.
d. The nursing program may require random drug screening for students upon suspicion of impairment.
e. All accused students will be afforded the right of challenge the action under the procedures set forth in the Catalog.

Student conduct hearings at Herzing are bound by the published guidelines in the Catalog.

Reasons to Suspect Impairment Include, But Are Not Limited To:

a. Alcohol on the breath or order of alcohol
b. Flushed face and/or bloodshot eyes
c. Tremors of the hands
d. Unsteady gait
e. Patterned absenteeism
f. Frequent breaks or disappearance during clinical day
g. Repeated tardiness
h. Memory lapses, difficulty concentrating, confusion
i. Lack of coordination/dexterity
j. Slurred or incoherent speech
k. Deterioration of appearance
l. Dilation or constricted pupils
m. Anger, hostility, irritability, mood swings, agitation
n. Presence of drug paraphernalia
o. Drowsiness and sleepiness

STUDENT ORGANIZATIONS AND DEPARTMENT COMMITTEES

Department of Nursing Council and Committees

Student representation is expected on committees/councils within the School of Nursing. These include:

- Curriculum Committee
- Program Evaluation Committee

- Student-Faculty Affairs

Students may also be asked to participate on the Appeals Committee and in the interview process for faculty and administrative appointments. The President of the SNA is an ex-officio member of the Nursing Advisory Board.

Student Nurses Association

The Herzing Brookfield-Kenosha Chapter of the Wisconsin Student Nursing Association (WSNA) is an officially recognized organization of Herzing University and the Nursing Program. Members function under the Charter of the organization and the leadership of elected officers. Advisors are elected/appointed from the School of Nursing faculty. The faculty advisors are expected to be in attendance at the meetings of the organization.

The advisor's role is to provide clarity, to interpret School of Nursing and University polices/procedures, and to provide general consultation. The purpose of SNA is to provide networking and mentoring opportunities for the nursing student to foster their developing professional role. The organization promotes active engagement at the local, state, and national levels to contribute to advances in nursing education, promote advocacy for health care, and provide service opportunities.

Nursing Program Committees

STANDING COMMITTEES/COMMITTEES (SEE ORGANIZATIONAL CHART)

1. General Guidelines for all standing Committees shall be as follows:

    a. Standing Committees shall meet at least monthly.
    b. All Standing Committees except the Faculty Retention, Recruitment, and Development Committee shall have at least 5 nursing faculty members and 2 permanent student members. Students will be invited to participate in the faculty interview process for full time and administrative faculty. Student representatives shall include representation from all campuses.
    c. The terms of office for all appointed or elected committees shall be for two years. Committee chair are eligible for re-election or re-appointment.
    d. Each Standing Committee may appoint such sub-committees or ad hoc committees as it deems necessary to conduct special business. Sub-committees or ad hoc committees report to the appointed standing committee/Committee.
    e. Minutes of all meetings shall be recorded and submitted to the nursing program administrative assistant for permanent filing. In addition, the minutes will be posted on the Herzing University Blackboard Brookfield-Kenosha Community website or the shared drive for faculty review.

g. **The Curriculum Committee** is responsible for reviewing all curriculum related issues to assure internal consistency and validity for the nursing curriculum plan and related needs. Members are responsible for receiving, reviewing, and acting upon proposed changes or modifications of courses or curricular needs. Recommendations from the curriculum committee are reported to the Program Director and submitted to the Faculty Committee for consideration and vote. Two thirds of the voting members of the Faculty Committee are required to pass curriculum proposals. Decisions and recommendations that affect the overall curriculum plan forwarded to Systems for consideration and discussion. The

curriculum committee participates in evaluation activities as designated by the Program Director and as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year.

Membership: At least 5 faculty volunteers or appointments. The Nursing Program Director and Associate Director are ex-officio members. There shall be 2 student representatives.

a. Meeting time: 2nd Friday of each month

h. **The Evaluation Committee** is responsible for coordinating program evaluation activities identified in the Nursing Program Evaluation plan for the Nursing Program for the purpose of monitoring program integrity. These activities include monitoring graduation data, committee reports, analyses of data, and developing reports for items reflected in the Nursing Program Evaluation Plan. Reports are due at various times during the academic year. The "Outcome Measures" of the Evaluation Plan must be completed annually and reported to the Faculty Committee for approval.

a. Membership: At least 5 faculty volunteers or appointments. The Nursing Program Director and Associate Nursing Program Director are ex-officio members. There shall be at least 2 student representatives.

4. **The Faculty-Student Awareness Committee** is responsible for recognitions, celebrations, and the general welfare of the faculty and students as well as coordination of activities related to student development for the Nursing Program. These activities include coordination of student organizations and other student activities including the Student Nurses Association, the Honor Society, other professional organizations, the Pinning Ceremony, and program awards and recognitions. In addition, they work with the College to promote scholarships, donations, and emergency funds for students in the Program. The committee communicates with the campuses' Student Government Association. The Committee participates in evaluation activities as designated by the Program Director and as defined in the Nursing Program Evaluation Plan. In addition, Committee is responsible for designing and participating in recruitment and retention activities for the Nursing Program and University sponsored events of the Admissions Department. These activities include University Open Houses, Medical Career Fairs at various sites, visits to schools and community activities, Professional Organizations and design and evaluation of recruitment materials. This Committee coordinates assignment of faculty and student representation at designated events and works closely with the University's Admissions Department. The Committee participates in selected program evaluation activities as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year

a. Membership: At least 5 faculty volunteers or appointments. The Nursing Program Director and Associate Nursing Program Director are ex-officio members. There shall be at least 5 student volunteers to include at least 1 student in their final semester of enrollment in the nursing program.
b. Meeting Time: 3rd Friday of each month

5. **The Faculty Development, Recruitment, Retention Committee** works closely with the College in its development, recruitment, and retention activities. The purpose of the committee is to identify, collate, and assist with nursing faculty development and scholarship needs; define and support the faculty mentoring program; and help coordinate and participate in the interview process for applicants. The

Committee participates in selected program evaluation activities as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year.

a. Membership: At least 5 faculty volunteers or appointments. The Nursing Program Director and Associate Nursing Program Director are ex-officio members. There are no student members of this committee.
b. Meeting Time: 2nd Monday of each month

6. **The Nursing Advisory Board.** The number of members constituting the Nursing Advisory Board shall be fixed from time to time by the Nursing Advisory Board, but shall be no less than twelve and no more than twenty-one. Board Members shall be from both affiliated and non-affiliated agencies that have an interest in the success of the Brookfield-Kenosha nursing program. There shall be at least 1 each from business, education (non-nursing), and the spiritual realm. Each membership shall last until resignation, retirement, removal, disqualification, death or a successor shall have been identified. Qualified members need not be residents of the State of Wisconsin. Nursing Faculty Members attend Board Meetings as ex-officio members of the Advisory Board.

   The members shall be selected via recommendation from faculty, administration, and community leaders. The present intent of the Nursing Advisory Board, which is non-binding, is to provide information on current practice and needs, review and make recommendations related to program change, and provide a network of information and resources to support the achievement of program outcomes.

   a. The Nursing Advisory Board shall meet 3 times a year or 1 time each semester.
   b. The SNA President will serve as an ex-officio member of the Nursing Advisory Board.

CONFIDENTIALITY STATEMENT

Statement of Confidentiality

All information that a student learns about a patient/client while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health team directly involved with the care of the patient/client. The right of privacy is paramount; therefore, confidential information about the client acquired from any source is to be safeguarded. With the nurse-client relationship based on trust, the client's welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected without exception to observe the patient/client's right to privacy. Serious consequences such as release from the Nursing Program may result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications and that an inappropriate break of confidentiality may expose the student to liability.

APPENDICES

APPENDIX A

Vaccine Waiver

Vaccine-preventable disease levels are at or near record lows. Even though most infants and toddlers have received all recommended vaccines by age two, many under immunized children remain, leaving the potential for outbreaks of disease. Many adolescents and adults are under-immunized as well, missing opportunities to protect themselves against diseases such as Hepatitis B, Influenza, pneumococcal disease, and Varicella Zoster.

Herzing University encourages students and faculty to follow the recommendations of the Center for Disease Control and Prevention (CDC). The CDC strongly recommends that healthcare workers (HCW) (e.g. physicians, nurses, emergency medical personnel, dental professionals and students, medical and nursing students, laboratory technicians, hospital volunteers, and administrative staff) receive vaccination for vaccine-preventable diseases.

I have read and understand the information on the CDC website www.cdc.org regarding (please check all that apply):

- ☐ Hepatitis B Recombinant Vaccine (Hep B)
- ☐ Measles, Mumps, Rubella (MMR) Vaccine
- ☐ Varicella Zoster Live Virus Vaccine
- ☐ Influenza Annual Vaccine (with H1N1)

I understand the significance of the vaccination(s) recommendation for HCW. I choose NOT to obtain the vaccination based on health and/or personal reasons (check all that apply):

- ☐ Hepatitis B Recombinant Vaccine (Hep B)
- ☐ Measles, Mumps, Rubella (MMR) Vaccine
- ☐ Varicella Zoster Live Virus Vaccine
- ☐ Influenza Annual Vaccine (with H1N1)

Based on this, **I hereby waive any claims against Herzing University, its board of trustees, officers, and affiliating agents from any and all liability, responsibility, damage, or loss whether known or unknown, existing or potential, as a result of any contact or consequence that may arise from my exposure or denial of clinical placement.**

Printed Name: _____ **Date:** _____

Signature: _____

APPENDIX B-MEDICAL FORM

Dear Student or Faculty Member:

Welcome to nursing at Herzing University. **All new nursing students are required to have a Health Record on file with the Department of Nursing.**

General Student Information

Name: _____ _____ _____ _____
Last Name *First Name* *Middle Name* *Any Previous Names*

Date of Birth _____/ _____/_____ Gender: ☐ Male ☐ Female ☐ Other
MM *DD* *YYYY*

Permanent Address:
_____

Phone Numbers: _____ (Home) _____ (Mobile) _____

Email Address (for use until you receive your permanent Herzing email address):
_____

Emergency Contact (Include name, relationship, address, and phone number):

_____

_____

Medical Insurance:
_____
Company *Policy Number* *Group Number* *Phone Number (Member Services)*

Expected Date of Graduation: _____

Release of Information

I authorize release of the health information requested below to Herzing University. I understand that information related to immunizations will be released to the clinical agencies so that I may participate in the required experiences for the program.

Printed Name _____ Date _____

Signature_____

Medical Information

To Be Completed By the Student or Faculty Member. Please circle "Yes" if you have had any of the following:

	Circle One	If yes, please explain further		Circle One	If yes, please explain further
Asthma; Wheeze/Cough	**Yes** **No**		Loss of function of one of the below paired organs (eye, ear, kidney, or testicle)	**Yes** **No**	
Back Problems	**Yes** **No**		Family History of sudden death before age 50	**Yes** **No**	
Birth Defects	**Yes** **No**		Tobacco Use (Typed and Frequency)	**Yes** **No**	
Blood Disorders i.e. hemophilia, sickle cell, other. Explain					
Bone, joint problems, or injury; scoliosis	**Yes** **No**		Alcohol or Drug Use	**Yes** **No**	
Developmental Delay	**Yes** **No**				
Diagnosed Arthritis/Limitations	**Yes** **No**		Allergies: Medicine	**Yes** **No**	
Diabetes	**Yes** **No**		Allergies: Food Environmental	**Yes** **No**	
Dizziness or chest pain with exercise	**Yes** **No**			**Yes** **No**	
Ear or hearing problems	**Yes** **No**			**Yes** **No**	
Head Injury/Concussion/Passed Out	**Yes** **No**		Dental Health:		
Heart murmur, high blood pressure, or passing out	**Yes** **No**				
Immune suppressed	**Yes** **No**		Eye/Vision: Glasses ____ Contacts _____		
Rapid, Irregular pulse	**Yes** **No**		Last Exam Date _____		
Seizures, Describe	**Yes** **No**		Other Concerns:		
Shortness of Breath, Describe	**Yes** **No**				
Hospitalizations (please explain):			Surgeries, serious injuries or illness (please explain):		
Medications currently taking (may use back of form):					
Are you currently under care for a medical or emotional condition (explain):					

Workplace Physical Abilities Requirements

Read the following list of required nursing activities: Legend: R=Required; 0=Optional

ABILITIES	R	O	MEASURABLE DESCRIPTOR	ABILITIES	R	O	MEASURABLE DESCRIPTOR
Vision: Corrected or Normal	X		Ability to read syringes, labels, instructions, and equipment labels	Lifting	X		**Lbs./ft.:** 50, clients, equipment, and supplies
Color Vision	X		Color coded equipment, supplies, medications	Floor to Waist	X		Lbs. 75: 3-man lift of patients
Hearing	X		Ability to hear in noisy environments	Reaching Forward	X		Moving clients & equipment
Touch/Temperature Discrimination	X		Palpation of pulses & discriminate temperature & sensation. Must be able to use equipment requiring fine motor skills	Carrying	X		Lbs. 50
Smell	X		Differentiate body odors, drainage, skin, & stool odors	Standing & Walking	X		Long periods up to 12 hours
Finger Dexterity	X		Manipulation of equipment, dressings, IV & other functions requiring finger dexterity; assessment	Sitting	X		Infrequent and short periods; lunch and breaks
Turning (head/neck/waist)	X		May be in position for long periods.	Stooping/Bending	X		Infrequent and short periods; adjusting of equipment
Repetitive hand/arm movements	X		Typing /Computer usage	Kneeling/Crouching		X	Infrequent and short periods; adjusting of equipment
Intelligible Oral Communication	X		Communication with clients, staff, peers, & faculty	Running		X	Infrequent, emergency situations
Appropriate non-verbal communication	X		Therapeutic communication with client and healthcare team.	Crawling		X	Short periods, emergency, adjusting equipment
Pushing	X		**Lbs./ft.:** 100, equipment, carts with and without clients	Climbing	X		Infrequent, patient care activities
Pulling	X		**Lbs./ft.:** 50, equipment & client carts	Stairs (ascending and descending)		X	Infrequent, patient care activities; emergencies

I have read, understand, and accept the above working conditions expected of a nursing student/instructor in the academic and clinical setting and certify that I am able to meet these requirements.

Signature _____ Date _____

Required Immunizations

Please complete this form as soon as possible and then immediately make a copy for your records. You may need to obtain dates/documentation from your health care provider or previous school records. If documentation is unavailable, a laboratory report of a blood test (titer) to determine level of immunity or re-immunization is required.

1. **Tuberculin Test – MUST BE VALID THROUGH _____ – NO EXCEPTIONS REQUIRED ANNUALLY OR AS REQUIRED BY THE CLINICAL AGENCIES. May be either a tuberculin skin test, chest x-ray, or blood test (QuantiFERON) (if medically deemed by HCP) _____/_____/_____**
   MM DD YYYY
2. **MMR (Measles, Mumps, Rubella)**
   Immunization with two doses of MMR, given on or after first birthday and separated by at least one month
   MMR #1 _____/_____/_____ *MMR #2* _____/_____/_____
   MM DD YYYY MM DD YYYY

   OR

   Measles # 1 _____/____/____ Measles # 2 _____/____/_____ or attached lab report showing positive immunity ____
   MM DD YYYY MM DD YYYY
   Mumps # 1 _____/_____/_____ Mumps # 2 _____/_____/_____ or attached lab report showing positive immunity____
   MM DD YYYY MM DD YYYY
   Rubella # 1 _____/_____/_____ Rubella # 2 _____/_____/_____ or attached lab report showing positive immunity____
   MM DD YYYY MM DD YYYY
3. **VARICELLA**
   History of chicken pox disease, immunization or positive titer
   Date of Chicken pox Disease _____/_____ OR attached lab report showing positive immunity____

   OR

   Varicella #1____/_____/_____ or Varicella #2 _____/_____/_____
   MM DD YYYY MM DD YYYY
4. **HEPATITIS B**
   Series of 3 does: 0, 1, 6 months
   Hepatitis B #1: _____/_____/_____ Hepatitis B #2: _____/_____/_____
   Hepatitis B #3: _____/_____/_____

   The first dose of the series must be completed to register. The remaining doses can follow the series dose time line.

5. **Influenza: Annual dosage**

6. **Diphtheria, Tetanus (and Pertussis Vaccines): Td: _____/_____/_____ or Tdap: _____/_____/_____**
   (NOT required in Wisconsin) MM DD YYYY MM DD YYYY

I have read and understand the immunization requirements of this form and the enclose information. This form has been truthfully completed to the best of my knowledge and I freely consent to this form being used for educational requirements for Herzing University.

Student/Faculty Signature:
_____Date:_____
Name: _____

MEDICAL EXAMINATION □ Nursing Student **before registration** □ Nursing Faculty at time of hire

To the physician, physician assistant, or nurse practitioner: The above named individual is a student in the Herzing University nursing program. This program trains individuals to provide nursing care in both inpatient and community settings. Applicants are required to submit evidence of good physical and mental health status. Please complete the following which allows this student to apply for and participate in the nursing program.

PHYSICAL EXAM BY Physician/Advanced Practice Nurse /Physician Assistant
HEIGHT_____ WEIGHT_____ B/P_____ HEART RATE_____

	Normal	Comments/Follow-up/Needs		Normal	Comments/Follow up/Needs
Skin			Endocrine		
Ears			Gastrointestinal		
Eyes/Vision/Screen			Genito-Urinary		
Nose			Neurological		
Throat			Musculoskeletal		
Mouth /Dental			Spinal Examination		
Cardiovascular/HTN			Nutritional Status		
Respiratory			Mental Health		

Allergies (Food, drug, environmental and other)	Medication (List all prescribed medication or medication taken on a daily basis)
Needs/Modifications required in the nursing setting; able to lift up to 50 lbs.	Dietary Needs/Modifications

Special Instructions/Devices e.g. safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridges, false teeth

Mental Health/Other

Emergency Action needed while in school due to person's health conditions (seizures, asthma, insect sting, food, peanut allergy, bleeding problem, diabetes, heart condition)?
Yes No If yes, please describe

Tuberculin Testing required annually for nursing students/faculty, Chest X ray or QuantiFERON if skin test medically waived by MD
Date Given: _____/_____/_____ Date read:_____/_____/_____ Results: _____mm
mm dd yyyy mm dd yyyy

Additional Comments:

I have examined and reported the medical history of the above named applicant and I find him/her to be in (check one) □SATISFACTORY or □UNSATISFACTORY physical and mental health to undertake a course of study in the field of Nursing.
Physician/ Advanced Practice Nurse/ Physician Assistant Performing Examination

Print Name Signature X Date of Exam

Address	Phone Fax

APPENDIX-C: CONFIDENTIALITY STATEMENT

HERZING UNIVERSITY CONFIDENTIALITY STATEMENT
NURSING PROGRAMS

Herzing University has an obligation to maintain the privacy and confidentiality of patient information. Confidentiality is important because it enhances our patients' trust and their satisfaction with the healthcare services they receive here. It also demonstrates our commitment to professional standards and state and federal laws. Protected health information including the patient's admission, diagnosis, treatment and financial status is confidential and must be protected by law. You are expected to limit your uses and disclosures of protected health information, and requests for protected health information, to the minimum amount of information necessary. Mental health records of patients are under special protection and may not be released. You are required to keep all records and communications pertaining to patients confidential and show respect for patients' privacy.

Access to patient information in electronic, hard copy or other form is restricted to those involved in the patient's care or in monitoring the quality of patient care. Any additional use and disclosure of patient's protected health information requires written authorization by the patient or his/her legally designated representative, except as described above. Herzing University considers a breach of patient privacy and confidentiality a serious infraction of Herzing University policies. Violations will result in disciplinary action and sanctions being taken by Herzing University.

By signing below, you understand the policy and that it applies to patient records, personnel records and certain business records for all health care agencies you are assigned and affiliated with during your tenure as a Herzing University student.

Department of Nursing Herzing University Brookfield-Kenosha

Student Name _____
(Please print)

_____ _____
(Student Signature) (Date)

_____ _____
(Witness) (Date)

RECEIPT OF NURSING STUDENT HANDBOOK ACKNOWLEDGEMENT AND SIGNATURE PAGE

I, _____, acknowledge that I have entered the College website and read the Nursing Student Handbook for the current semester and the current Herzing University Undergraduate Catalog.

I understand that it is my responsibility to know the contents of the Student Handbook and the Catalog and that it is my responsibility to refer to these publications as the need arises. I also understand that it is my obligation to periodically review the Student Handbook and the Catalog and to look for changes. I also understand that it is my obligation to view updates to the Student Handbook and Catalog upon notice of amendments.

I agree to be bound by the requirements, standards, policies, and procedures set out in the Student Handbook and the Catalog and any amendments to them.

I understand that I will be held accountable for meeting the requirements and obligations set forth in the Student Handbook and Catalog and that violation of these requirements may result in disciplinary action taken against me including suspension, release from the Nursing Program, or dismissal from Herzing University

I understand that neither the Nursing Student Handbook nor the Catalog is a contract or an offer of a contract and that I should not consider them as such. I also understand that the Student Handbook and the Catalog are subject to change at any time without notice. Questions regarding updates may be directed to the Nursing Program Director. The best efforts have been made to assure that information in the Nursing Student Handbook does not conflict with State or Federal Statute, Rules, or Regulations, and if a conflict is identified, the State or Federal Statutes, Rules, or Regulations will control.

Student's Name Printed _____

Signature _____

Date _____

HERZING
UNIVERSITY

Brookfield-Kenosha Nursing Program Background Check Requirements

Welcome to the Nursing program at Herzing University Brookfield-Kenosha. Herzing University Brookfield-Kenosha requires all newly admitted students to the University to create an online immunization record, background check, and drug screen with CertifiedBackground®. You must create your CertifiedBackground® account (HF17) by December 1, 2013.

There is a $118 fee for the background check services, immunization record, and drug screen account. An account may be established with a payment plan, if necessary.

Background checks will be repeated after two years. The cost of the additional background check is $39. An account may be established with a payment plan, if necessary.

All nursing students will undergo a 10 panel urine drug screen prior to clinical start; a negative result will require no further screens unless indications of impairment are present, in which case additional screens may be requested. If there is a break in a student's enrollment, the urine drug screen will need to be repeated.

If a student has a current positive drug screen result, they will not be able to participate in a clinical placement. Positive drug tests will result in the student being suspended for a minimum of one (1) semester. Students with positive tests will be asked to provide a health care provider clearance prior to re-admission to the program.

Requirements for immunizations will be communicated the semester prior to entering clinical.

Questions may be directed to Amy Mozolik (262) 649-1710 or amozolik@herzing.edu

HERZING UNIVERSITY

Brookfield-Kenosha Nursing Program Clinical Requirements

Hello Everyone: It is time to begin planning for the spring 2014 clinical experience as a student in the Nursing program at Herzing University Brookfield-Kenosha. Herzing University Brookfield-Kenosha requires all clinical students and/or re-admitted (more than one semester of absence) students to the University to create and maintain an online background, health (including immunizations) and CPR record with CertifiedBackground®. State law, the medical facilities, and schools where you will be attending clinical for all of your core nursing clinical courses have mandated the health requirements appearing below. You must upload proof of the following to your CertifiedBackground® account (HF17). The cost for the account is $118 and includes the information discussed below. If you have previously created an account with CertifiedBackground® you will need to add the package HF17dt (10 panel drug test) in order to maintain compliance. The cost for the HF17dt account is $36. **Accounts must be created and documentation uploaded by December 1, 2013.**

Physical Examination and Health Screening Form—completed, dated, and signed by a medical provider within 1 year.

Drug Screen: Effective January 1, 2014 all students enrolled in nursing programs in southeastern Wisconsin are required to have drugs screens for clinical. Please follow the directions on CertifiedBackground® to printout and take the form to the nearest Kenosha or Brookfield clinic.

Tuberculin Test (Either the TB skin test or the Tuberculosis QuantiFERON blood test)—MUST BE VALID THROUGH April 23, 2014 —**NO EXCEPTIONS**. (Note: This is an annual requirement.)

Hepatitis B (3 injections) vaccination dates, titer showing immunity, signed waiver

Measles (Rubeola), Mumps, Rubella (MMR) (2 injections)—vaccination dates or titer showing immunity to all.

Varicella (Chicken Pox) (2 injections required if never had Chicken Pox)—vaccination date, titer, or medical documentation of Chicken Pox or Shingles.

Influenza: Seasonal flu vaccine is now required by all agencies. It must be obtained each year by October 15th with the required submission of documentation.

Diphtheria, Tetanus (and Pertussis): Documentation of a booster within the last 10 years.

CPR—CPR card **MUST** be from an American Heart Association provider. CPR card should be for Adult/Child/Infant with AED. CPR MUST BE VALID THROUGH April 23, 2014—**NO EXCEPTIONS**.

Personal Health Insurance

Questions may be directed to Amy Mozolik (262) 649-1710 or amozolik@herzing.edu

HERZING UNIVERSITY
NURSING STUDENT HANDBOOK JUNE 2013 and
FACULTY RESOURCE GUIDE JUNE 2013
ADDENDUM

IMPLEMENTATION OF NB090: FOUNDATIONS OF NURSING

Effective in January 2014, the Department of Nursing has been approved to offer a modified developmental course for conditionally admitted nursing students. The course will replace the EN090, PD090, and MA090 courses identified in the Nursing Program Admission Guidelines. With the initiation of this course, conditionally admitted nursing students will be able to enroll in their first semester courses along with this course and receive support designed to help them be successful in their program.

Specifically, the course overview is as follows:

> This course will review basic written and oral communication in professional writing, problem solving and critical thinking skills. Topics will include paragraphing, basic essay writing, basic math statements, an overview of scientific principles, the metric system, and body system structure and function. Students who successfully complete this course will have the foundation necessary to succeed in the nursing program.

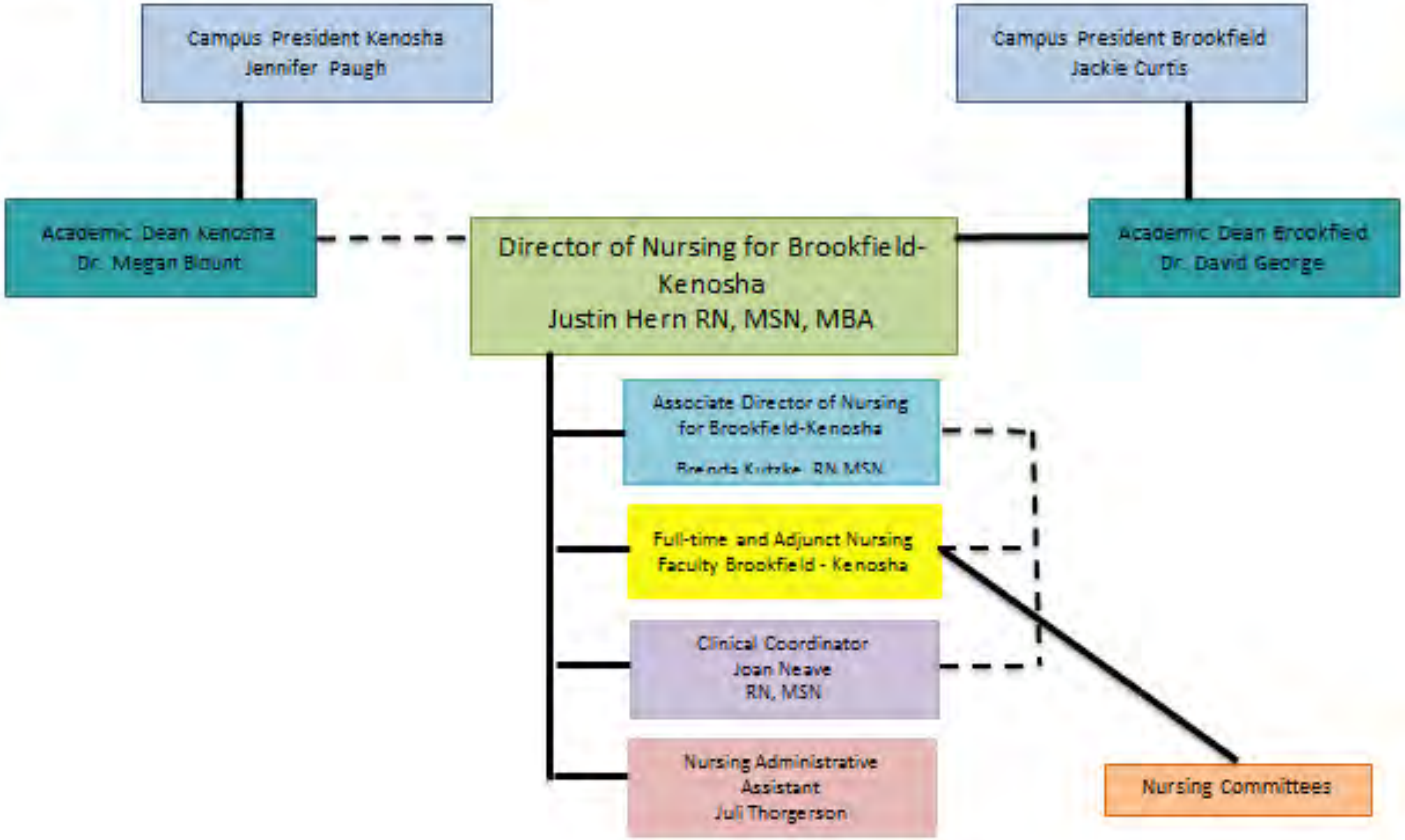
Students will be notified of this change on their official admission letters mailed from the Department of Nursing. Questions may be directed to the Dean for Nursing.

Approval: October 4, 2013, University BSN Nursing Subcommittee
October 25, 2013, University Curriculum Committee

Implementation: January 2014.

HERZING
UNIVERSITY

Organizational Chart for Nursing Program Brookfield/Kenosha



Nursing Program Organizational Chart
Effective March, 2014

HERZING UNIVERSITY

Brookfield and Kenosha

NURSING STUDENT HANDBOOK

Effective July 7, 2014

TABLE OF CONTENTS

Overview/History of the Brookfield-Kenosha Nursing Program 3
Welcome 3
Organizational Chart 4
Nursing Program Mission, Philosophy, Outcomes, Conceptual Framework..... 5-14
General Polices and Guidelines
Admission Policies 14
Medical and Criminal Background Checks 14-17
Classroom and Online Attendance Policies
Grading 17
Methods of Evaluation for NB (Nursing) Courses 17
Classroom Attendance Policy 17
Late Assignment Submission Guidelines 18
Exam and Make Up Policy 18
Extenuating Circumstances 19
Progression Policies
Special Standards for Clinic Based Healthcare Programs 19
Academic Warning 19
Dismissal 19
Grade Appeal
Grade Appeal Procedure 20
Appeal of Dismissal 20
Readmission/Reentry 20
Standardized Testing 20-23
Clinical Policies
Student Responsibility in Lab 23-24
Dress Code 24
Equipment Requirements 24
Professional Appearance 24
Absence/Tardiness 25
No Call/No Show 25
Dismissal from Clinical 26
Required Nursing Abilities 26
Transportation to Clinical Sites 27
Safe Practice Guidelines 27-30
Student Organizations and Committees 30-33
Confidentiality Statement 33
Appendices
Appendix A: Vaccine Waiver Form 35
Appendix B: Herzing Health Forms 36-40
Appendix C: Extenuating Circumstances Form 41
Appendix D: Confidentiality Statement..... 42
Receipt of Nursing Student Handbook 43

OVERVIEW/HISTORY OF THE NURSING PROGRAM

Herzing University was founded in Milwaukee, Wisconsin in 1965 as a computer institute. In 1996, the name of the school was changed to Herzing College and, with the addition of graduate programs, the name changed to Herzing University in 2009. As a proprietary, co-educational institution, Herzing University operates as a division of Herzing, Inc., a Wisconsin corporation. The school has experienced consistent growth expanding its focus to include business management, electronics, health care, graphic design, and public safety. With eleven (11) campuses throughout the United States and a thriving Online Campus, the University awards diplomas, associate, bachelors, and master's degrees. Herzing University is accredited by the Higher Learning Commission (HLC), one of two commission members of the North Central Association of Colleges and Schools (NCA). Programs within the University are approved and/or accredited by their appropriate bodies or have been granted developing program or candidacy status.

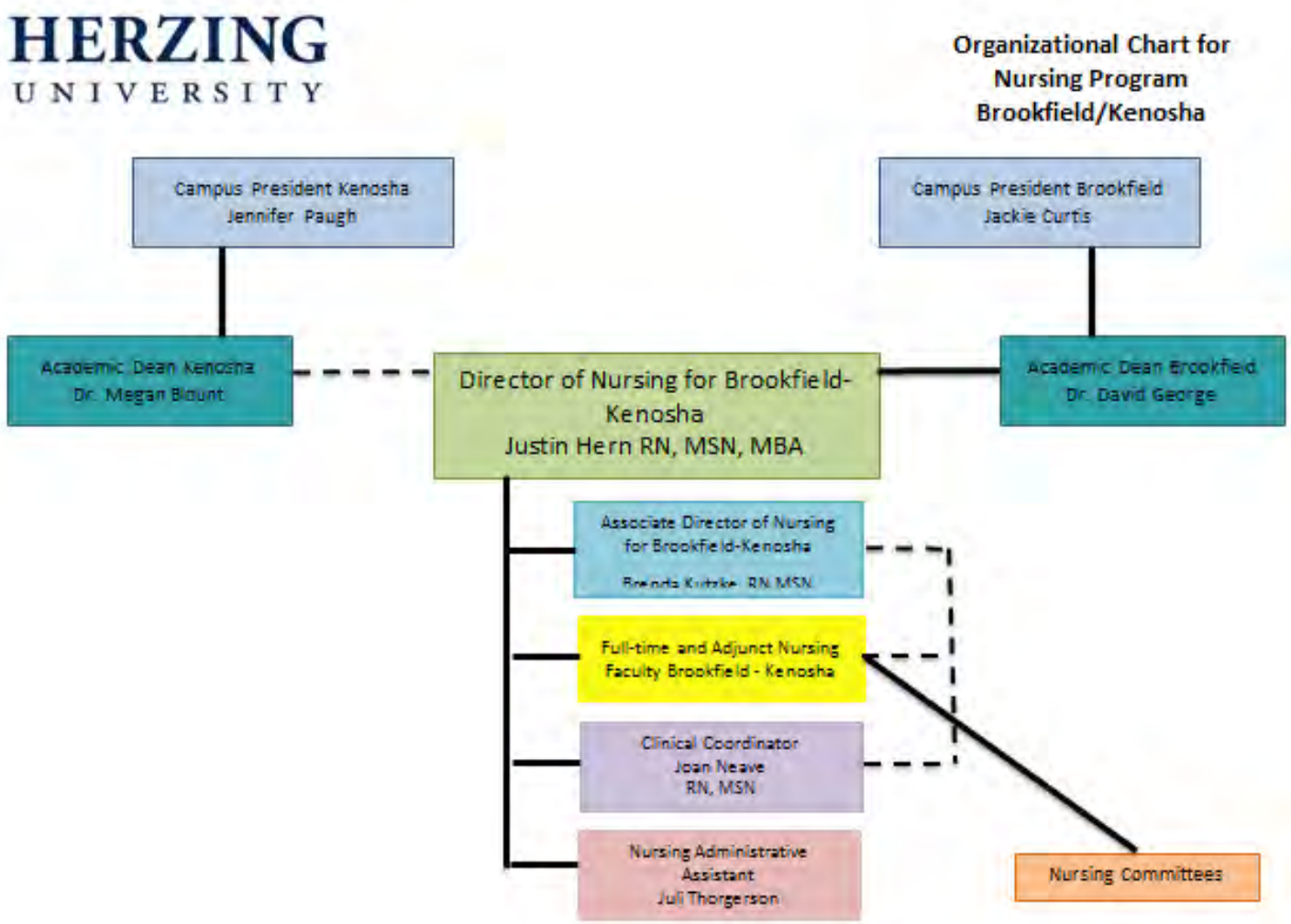
The Bachelor of Science in Nursing Degree in the southeastern Wisconsin market is offered as a consortia program between the Brookfield and Kenosha campuses of Herzing University. The Wisconsin Board of Nursing gave approval to admit it first students in September 2010. The program was granted full board approval and received full accreditation by the Commission on Collegiate Nursing Education (CCNE) in 2013.

WELCOME

Welcome to nursing at Herzing University, Brookfield-Kenosha. We are excited and pleased that you have chosen us to help prepare you for entry into the nursing profession. This Nursing Student Handbook will provide you with a summary of the key procedures, policies, and information you need to be successful in your efforts. Successful completion of the program requires that you adhere to the policies and procedures of both the nursing program and Herzing University. If you have questions, concerns, or need additional clarification, please talk with your advisor, faculty members, or program directors.

I wish you success in achieving your goal to become a registered professional nurse. Enjoy your time here at Herzing University, Brookfield-Kenosha.

Justin D. Hern, RN, MSN, MBA
Director of Nursing


HERZING
UNIVERSITY
Organizational Chart for
Nursing Program
Brookfield/Kenosha
Campus President Kenosha
Jennifer Paugh
Campus President Brookfield
Jackie Curtis
Academic Dean Kenosha
Dr. Megan Blount
Director of Nursing for Brookfield-Kenosha
Justin Hern RN, MSN, MBA
Academic Dean Brookfield
Dr. David George
Associate Director of Nursing
for Brookfield-Kenosha
Full-time and Adjunct Nursing
Faculty Brookfield - Kenosha
Clinical Coordinator
Joan Neave
RN, MSN
Nursing Administrative
Assistant
Juli Thorgerson
Nursing Committees

THE BACHELOR OF SCIENCE IN NURSING PROGRAM
MISSION, PHILOSOPHY, CONCEPTUAL FRAMEWORK AND OUTCOMES

MISSION STATEMENT

Parallel to the overall University directive, the mission of the Department of Nursing at Herzing University is to provide quality nursing education that prepares graduates to function in a caring, competent, and ethical manner as entry level practitioners to enhance the health of persons within communities and the larger global environment by providing safe, quality, holistic healthcare as professional nurses and lifelong learners.

PHILOSOPHY

The philosophy of the Department of Nursing is a continuing reflection of the mission of the University and speaks to caring, competence, and ethics. It is congruent with the mission of the nursing program and describes faculty beliefs related to person, environment, health, nursing, community, teaching, and learning. The mission, vision, and core values are holistic. Graduates will be prepared to work in a variety of healthcare settings with diverse populations.

The faculty of the Department of Nursing recognizes that nursing is a dynamic profession rooted in the arts and sciences and that nurses work collaboratively with the client and the community to achieve holistic health outcomes in a culturally diverse society. The nursing faculty believes nursing is a practice discipline based on caring, that is both an art and science. Theories and knowledge from nursing and other disciplines are used to assist clients toward maximum health and wellness.

The nursing faculty believes that teaching and learning is a vigorous process where students demonstrate personal and professional accountability by taking an active role in their education. Instruction reflects respect for diversity, caring, and excellence in teaching through instructional delivery that is flexible to meet the needs of a diverse group of learners.

PROFESSIONAL NURSING

The faculty of Herzing University accepts the American Nurses Association (2010) definition of nursing.

> *Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations*, (p.10)

The definition goes on to include the following six essential features of professional nursing:

1. Provision of a caring relationship that facilitates health and healing,
2. Attention to the range of human experiences and responses to health and illness within the physical and social environments,
3. Integration of objective data with knowledge gained from an appreciation of the patient or group's subjective experience,
4. Application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking,
5. Advancement of professional nursing knowledge through scholarly inquiry, and
6. Influence on social and public policy to promote social justice.

As both an art and science, nursing interacts holistically with the client and the community in an effort to achieve health, wellness, and education. Professional nursing incorporates patient/client advocacy,

caring, cultural sensitivity, evidence-based outcomes-oriented actions and professional values to assist the patient/client toward adaptation, self-care, and equilibrium.

Making use of components of professionalism, the nurse provides high quality holistic care by acting as an advocate in issues with legal, ethical, political, or economic implications. The professional nurse demonstrates competency in delivery of complex care by providing safe, quality, and exceptional healthcare, critical thinking, clinical judgment, and clinical reasoning through implementation of the nursing process.

PERSON

As members of a global society, people are integrated individuals with psychological, psychosocial, cultural, and spiritual dimensions. Human beings are gifted with intellects and capabilities directing them toward uniqueness, inherent worth, autonomy, and self-fulfillment. Affected by their environment people experience internal and external stressors to which they must adapt in order to maintain health. They have certain rights, privileges, and responsibilities as members of a family, community, and a greater global society.

Because people are holistic beings, they are worthy of compassionate, patient/client-centered care based on respect for patient/client preferences, values, and needs. When providing holistic care, the nurse facilitates the nurse-patient/client partnerships where the patient/client and nurse collaborate and share responsibility for healthcare decision making while looking at the whole person and situation. Employed are therapeutic interventions, communication and inquiry to modify behaviors that are dynamic and ever changing.

The core values of the nursing department at Herzing University provide a solid foundation in order to support a conceptual framework based on a holistic approach to caring. Through this framework, faculty expressed commitment to teach students theory and evidence-based nursing practice supports caring in every aspect of patient/client interactions while taking into account differing perspectives and values of the patient/client being served.

The person (patient/client; consumer; resident) is the recipient of nursing care and may be an individual, family, group, aggregate, community, or population. The person may “function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life” (AACN, 2008, p. 38) while preserving the locus of control.

HEALTH

Health is a homeostatic process; a continuum of physiological, psychological, sociological and spiritual levels of wellness fluctuating within a state of health-illness with the individual’s goal being an optimal level of health, where individual potential is realized to the fullest extent possible. Being a human experience, health is often expressed in terms of wellness and illness and may occur in the presence or absence of disease or injury. Health is perceived individually according to developmental stage, cultural context, spirituality, preferences, and health literacy.

Professional nursing focuses on the following areas of health across the lifespan, at both the individual as well as the community, and global levels including vulnerable populations, health promotion, prevention, acute and chronic illnesses, elimination of health disparities, disease management, injury prevention, risk reduction, relationships of genetics and genomics to health and illness, health

determinants including environmental assessments of health and illness parameters, and educating patient/clients and caregivers about the same areas.

With this dynamic situation, nursing students must be prepared to assume new roles in health education, wellness, prevention, and disease management as the capability to predict future health problems becomes a greater reality with advances in science and technology.

ENVIRONMENT

The environment encompasses the world and we are responding constantly to both internal and external environmental factors resulting in varying degrees of health. External factors include availability and quality of air, water, food, and living conditions. With a global increasing population, pollution, poverty, hunger, homelessness, natural disasters, and stressors of war and terrorism threatening our environment, people must collaborate to preserve our resources. Internal factors affecting a person include all of the dimensions of the person including mind, body, spirit, and emotions.

Taking a holistic approach the professional nurse assesses the client's responses to the internal and external environment determining how the health is being affected. "Because professional nurses are the human link between the patient/client and the complex healthcare environment, they must provide compassionate care informed by a scientific base of knowledge, including current evidence from research" (AACN, 2008, p. 29).

The nursing education programs must prepare the students to develop the knowledge, skills, and attitudes to practice professional nursing in a multicultural environment with the ability to collaborate with members of the interdisciplinary healthcare teams from diverse backgrounds. The benchmark and goal for professional nursing and quality healthcare is provision of safe, quality, and culturally sensitive nursing care for patient/clients across the lifespan, during all transitions of care and across multiple healthcare environments.

SOCIETY

Society is made up of groups of individuals in various dynamic arrangements. It is a system providing the framework for human behavior and expectations including physical, psychological, cultural, ethical, and spiritual elements. The framework provided allows for interactions to address personal needs and goals. The person being an integral part of society is also a member of a family, group, community, and population. Society's structure and diverse cultures affect a person's behavior in response to health and illness within their culture, and community. The professional nurse must understand and be prepared to individualize care provided to the diverse population based on the responses exhibited.

The faculty affirms the beliefs and tenets related to the value-added dimension that the nursing profession offers to society in *Nursing's Social Policy Statement: The Essence of the Profession* (ANA, 2010).

PROFESSION ROLES

Professional nursing education prepares the student to practice as a professional nurse in various roles and settings. Consistent with the *Essentials for Baccalaureate Education for Professional Nursing Practice* (AACN, 2008, p. 35), the faculty believes the following roles are relevant for the baccalaureate-prepared generalist nurse:

- Provider of care (evaluation of client changes and progress over time; developing proficiency and efficiency in delivery of safe care)

- Designer/manager/coordinator of care (manage care transitions; be an active participant on the interprofessional team; identify system issues; develop working skills in delegation, prioritization, and oversight of care)
- Member of a profession (evaluate one's practice; assume responsibility for supporting the profession).

PROFESSIONALISM

Nursing is an incredibly challenging profession which encompasses the values, formation of professional roles, and images of the nurse. Values are based in understanding ethical, legal, and regulatory guidelines of the profession and society as a whole. It is important for the public to view nurses as wanting to contribute to their communities, with an expectation to also contribute to the profession and professional development of self by using critically reviewed research to define evidence-based practice and to practice lifelong learning (Larson, 2006).

CONCEPTUAL FRAMEWORK OF THE NURSING CURRICULUM

The conceptual framework of the Department of Nursing at Herzing University is consistent with the Mission and Philosophy of the Program, providing a model of professional nursing practice, utilizing a variety of concepts grounded in eclectic nursing theory, and serving as a foundation for the selection and sequencing of courses, content, and learning activities in the nursing curriculum. Required courses provide foundational knowledge that builds key concepts used to frame the actions of the professional nurse.

It is the belief of the faculty that nurses, who are responsible for a wide variety of therapeutic interventions applied across a developmental lifespan, must possess competent didactic and clinical skills. Additionally, nursing, society culture, and diversity form major components of the external environment, which is constantly changing and impacts both the nurse and the client. Finally, the conceptual framework is a dynamic, ever-changing model that should reflect the growth of knowledge in the profession and innovations in technology. Continuous re-evaluation of the model is paramount to its success. Humanities, nursing concepts, and technical skills are intertwined to provide optimal care of the client.

NURSING PROCESS

The nursing process consists of cognitive activities including of assessment, diagnosis, planning, intervening, and evaluating. In order to effectively make use of the nursing process, professional nurses must be able to be critical thinkers, understand the role of diversity in understanding human behavior, communicate effectively, possess clinical competencies, content knowledge, demonstrate effective leadership skills in planning and managing patient care, effectively use technology, demonstrate professionalism and demonstrate a commitment to life-long learning. Additionally, the professional nurse needs to make clinical judgments (related to evidence-based practice, meanings, quality improvement, and improved health outcomes) based on theoretical knowledge from nursing, sciences, and experience. The nurse is a critical thinker when resolving clinical and ethical problems using evidenced based practice guidelines, which includes reflective thought on delivery of quality care and patient preferences and values. The nurse recognizes, raises, and is open to questions and gathers evidence to support answers (Critical Thinking Institution 2011; Nursing Trends 2010; NLN 2010).

COMMUNICATION
The Joint Commission identifies communication as the root cause of approximately 70 percent of all sentinel events. Effective communication and teamwork are fundamental to quality patient care (Joint Commission, 2007). The definition of communication is the exchange of thoughts, messages, or information. The professional nurse is able to maintain congruency and accuracy in all therapeutic intraprofessional and interprofessional exchanges whether verbal, nonverbal, written, or electronic. Other essential components of effective communication with patients/clients, families, colleagues, peers, and healthcare team members are conflict resolution and restorative justice.

Providing safe care is the primary goal of all professional nurses. Nurse's communication must be accurate, timely, efficient, appropriate, and flexible, and incorporates active listening during all transactions with patients/clients including transitions of care both within and across healthcare environments. Additionally, the professional nurse must be competent in informatics, the ability to combine nursing science with information management and care technology.

CARING/COMPASSION
Registered nurses are caring and compassionate; are able to accept responsibility and direct, delegate to and/or supervise others; are able to follow orders precisely; and are able to determine when consultation is required. Caring refers to thoughts and actions that maintain human dignity while relaying concern and empathy to all aspects of a person's life including cultural, psychosocial, and the physical dimensions. All nurses are patient advocates and health educators. Fostering caring and compassion is achieved by providing a patient/client-centered care approach while developing a nurturing and empathetic relationship with others, fulfilling the role as a patient/client advocate, promoting nurse-patient/client partnerships, identifying care as the primary outcome before cure, and striving to maintain human dignity for the patient/client while holding strong moral and ethical values. Professional nurses also attempt to lessen human suffering and provide caring measures to support the patient/client to die with dignity.

SAFETY
Patient safety is a multidimensional concept that is central to clinical education and refers to the minimization of physical and emotional risks and harm to patient/clients through the use of critical thinking, clinical decision-making, and clinical judgment in the provision of nursing care. Included in safety measures are evaluations of system effectiveness and individual performance, and adherence to regulations, standards, and laws governing health care practice.

EVIDENCE-BASED PRACTICE
Evidence-based practice (EBP) in nursing is a framework for approaching patient care. It represents a change in traditional nursing by requiring nursing professionals to rely on scientific research and evidence more often than experience or intuition. EBP is meant to guide treatment of clients in a step-by-step process by integrating the best research (current evidence) with clinical expertise and patient/client/family preferences and values.

CULTURE/DIVERSITY
A definition of culturally congruent care is behaviors or decisions that are designed to fit with cultural values to provide meaningful, beneficial, and satisfying health care (Bednarz, Schim, & Doorenbos, 2010). Diversity includes the concept of culture and represents the "range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background" (AACN, 2008, p.37).

Culturally-sensitive nursing care for patient/clients across the life-span, during all transitions of care and across the continuum of healthcare environments, is an ongoing goal for professional nursing and a benchmark for quality healthcare provided in the professional nursing program at Herzing University.

PROFESSIONAL NURSING EDUCATION

Registered nurses need to be prepared with a broad knowledge base. Nursing education builds on and integrates the arts, sciences, and humanities with nursing science, providing a refinement of knowledge, beliefs, values, attitudes, and skills reflected in cognitive, affective, and psychomotor domains. Based on Herzing University's foundation of valued student success and support of professional role development, the concepts and theories from nursing and related disciplines form the structure of the nursing curriculum.

Herzing's nursing program supports and encourages students to work toward the highest level to which they are capable. Nursing educators have the responsibility to provide effective, appropriate, and comprehensive theory and clinical experiences to assist the student in meeting their academic goals.

To fulfill the mission of providing quality healthcare, the faculty believes it imperative for the nursing curriculum to be in alignment with on-going changes in science and technology, shifting population demographics, emerging healthcare needs of contemporary society, and changes in professional nursing practice environments. Therefore, the nursing curriculum at Herzing is designed to encourage and support students as they assume responsibility for their own education.

TEACHING-LEARNING PRACTICES

The art of teaching is to impart knowledge, while learning is the act of gaining knowledge. In nursing education, we impart beliefs, values, attitudes, and skills promoting lifelong learning by the students. Teaching being a facilitation of mutual learning requires collaboration, sharing experiences, and creating a stimulating, dynamic educational environment fostering critical thinking. Learning is the outcome of teaching and is a reflection of cognitive, affective, and psychomotor domains.

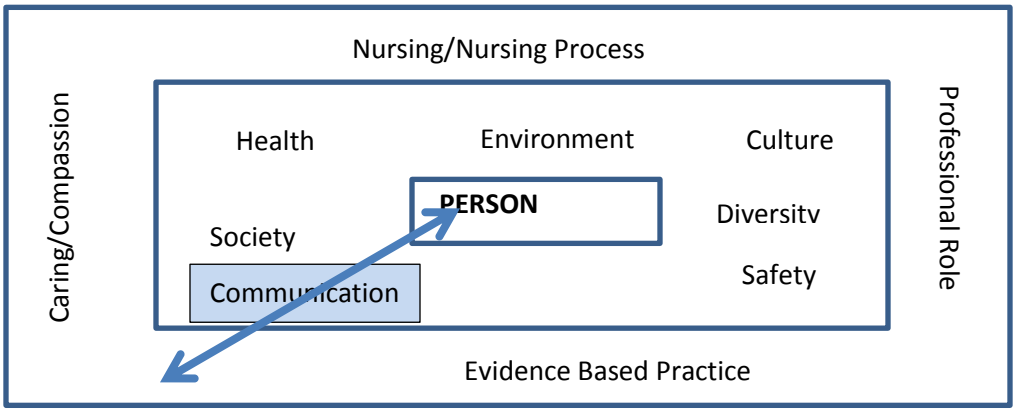
Effective teaching/learning practices take into account the needs of the learner, building on prior learning experiences and predetermined standards of academic rigor; seeking to advance growth through experiences promoting a sense of excitement, curiosity, creativity, and discovery. These practices further the student's sense of valuing their own accountabilities and responsibilities for learning, and joined with the learner, supports individual efforts to achieve projected learning outcomes.

Faculty facilitates the learning process through a variety of teaching strategies. Faculty also acts as role models for students. The combination of the caring role and the facilitator role form a partnership in the learning process. Learning experiences are designed to facilitate personal and professional growth. In the final analysis, the ultimate responsibility for learning rests with the learner.

The conceptual framework of the Nursing Program of Herzing University Brookfield-Kenosha is consistent with the Mission and Philosophy of the Program. It provides a model of professional nursing practice, and serves as the foundation for the selection, sequencing of courses, course content, and learning activities in the nursing curriculum. The required liberal arts courses provide the foundational knowledge upon which the key concepts used to frame the actions of the professional nurse are built. It is the belief of the faculty that the key threads (previously defined in the philosophy) of the curriculum are nursing, critical thinking and decision making, the nursing process, environment, health, society,

professional role, communication, caring, compassion, safety, evidence based practice, culture, and diversity. The person (patient/client/population) is the center of universe and it is our response to those identified needs that are the processes of the practice of nursing. Figure 1, Conceptual Framework, represents schematically the faculties view.

Figure 1. Conceptual Framework



PROGRAM OUTCOMES

The program outcomes describe the professional nurse generalist who is a graduate of Herzing University. Upon completion of the program, the student will be able to:

1. Practice using caring, compassionate, culturally competent, and evidence based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of health care settings.
2. Use a broad base of techniques to effectively communicate with clients, families, health care teams, and communities.
3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to effect quality health care and the evolving health care system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide health care.
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of health care environments.
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.

RELATIONSHIP OF PROGRAM OUTCOMES TO CURRICULUM THREADS AND CCNE ESSENTIALS

PROGRAM OUTCOMES	THREAD	CCNE ESSENTIALS OF BACCALAUREATE EDUCATION
1. Practice using caring, compassionate, culturally competent, and evidence based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of health care settings.	Person Nursing Nursing Process Professional Role Caring Compassion Safety Evidence Based Practice Culture Diversity Environment Critical Thinking	Essential I: Liberal Education Essential III: Scholarship for EBP Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
2. Use a broad base of techniques to effectively communicate with clients, families, health care teams, and communities.	Communication Society Nursing Professional Role	Essential IV: Information Managements and Application of Patient Care Technology Essential VI: Interprofessional Communication & Collaboration
3. Use critical thinking and decision making, local,-state, national and global policies, legislative concepts, and healthcare economics to effect quality health care and the evolving health care system.	Critical Thinking Society Nursing Health	Essential V: Health Care Policy, Finance, and Regulatory Environment Essential II: Basic Organizational and Systems Leadership Essential VII: Clinical Prevention and Population Health
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety as required to provide health care.	Nursing Communication Evidence Based Practice	Essential II: Basic Organizational and Systems Leadership Essential V: Healthcare Policy Essential VI: Interprofessional Communication and Collaboration
5. Integrate knowledge and skills to promote health and prevent disease across the lifespan and the continuum of health care environments.	Health Society Professional Role	Essential VII: Clinical Prevention and Population Health
6. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.	Professional Role Nursing Society	Essential VIII: Professionalism and Professional Values

7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving health care environment.	Professional Role Communication Evidence Based Practice	Essential I: Liberal Education Essential III: Scholarship and Evidence Based Practice Essential VIII: Professionalism and Professional Values
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.	Critical Thinking Evidence Based Practice Communication Professional Role Culture Diversity	Essential I: Liberal Education Essential III: Scholarship and Evidence Based Practice Essential VIII: Professionalism and Professional Values

NURSING ADVISORY COMMITTEE

The Nursing Advisory Committee is made up of representatives of the community of interest of the Nursing Program. The Advisory Committee informs the Nursing Unit Chairperson and the Nursing faculty how the program can best serve needs of the community of interest.

References

American Association of Colleges of Nursing (AACN). (2008). *The essentials of baccalaureate education for professional nursing practice.* Washington, DC:

American Nurses Association (ANA). (2010). *Nursing's social policy statement*: *The essence of the profession.* Washington, DC: Author.

Bednarz, H., Schim, S., & Doorenbos, A. (2010). Cultural diversity in nursing education: Perils, pitfalls, and pearls. *Journal of Nursing Education*; 49(5): 253–260.

Critical Thinking Institution. (2011) Critical thinking and nursing. Retrieved from http://www.critical thinking,org/pages/critical-thinking-and-nursing/834

Institute of Medicine-Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing. (2011). *The future of nursing: Leading change, advancing health.* Washington, DC: The National Academic Press.

Larson, S. A. (2006). *Create a good impression: Professionalism in nursing.* National Student Nurses' Association

McCannon, C.J., Hackbarth, A.D., & Griffin, F.A. (2007). *Miles to go: An introduction to the 5 million lives campaign.* Joint Commission on Accreditation of Healthcare Organizations, *33*(8), 477-483.

Fero, L.J.; Witsberger, C.M.; Wesmiller, S.W., Zullo, T.G., Hoffman, L.A. (2009). Critical thinking ability of new graduate and experienced nurses. *Journal of Advanced Nursing*; 65(1), 139-148.

National League of Nursing. (2010) Critical Thinking. Retrieved from http://dev.nln.org/testproducts/pdf/CTinfobulletin.pdf

QSEN-Quality & Safety Education for Nurses. (2011). *About QSEN-Quality and safety education for nurses*. Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Patient/client-centered care.* Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Teamwork and collaboration.* Retrieved from http://www.qsen.org/competencies

QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Evidence-based practice.* Retrieved from http:// http://www.qsen.org/competencies
QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Quality improvement*. Retrieved from http://www.qsen.org/competencies
QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Safety*. Retrieved from http://www.qsen.org/competencies
QSEN-Quality & Safety Education for Nurses. (2011). *Competency definition-Informatics*. Retrieved from http://www.qsen.org/competencies

GENERAL POLICIES AND GUIDELINES

The nursing student handbook is supplemental to the University Undergraduate Catalog. The student should review and adhere to Herzing University Undergraduate Catalog and the Nursing Student Handbook policies and guidelines.

UNDERGRADUATE NURSING ADMISSION REQUIREMENTS

See the University Catalog for admission details. Also, see "Undergraduate Nursing Admissions Requirements" in the Herzing University Undergraduate Catalog.

MEDICAL, CRIMINAL BACKGROUND CHECK, and DRUG SCREENING REQUIREMENTS

CRIMINAL BACKGROUND CHECKS:
Caregiver Background checks are required for all persons working or training in facilities that provide care for others or have access to people who receive care (per 1997 Wisconsin Act 27). Nursing students fall into this category. Additionally, students must meet the requirements of the individual clinical facilities with which we work in order to progress within the Nursing Program. Background checks for Herzing University are procured through Certified Background™.

Students will be asked to complete the Wisconsin Background Information Disclosure (BID) form (HFS-64) which is used to begin the process. If a student has lived outside the State of Wisconsin within the past three years, additional state background checks may be required. All students must also clear the Federal Watch list. Falsified or missing information on the BID is grounds for dismissal from the Nursing Program. Herzing University students must comply with State and Federal laws as well as the requirements of the clinical facilities with which we work. Students are responsible for the cost of the background check.

A complete background check as proscribed under Wisconsin law includes:

- The completed Background Information Disclosure (BID);
- An electronic status check of professional licenses and credentials through the Department of Regulation and Licensing;
- An electronic criminal history search from the Department of Justice; and
- An electronic review of records kept by the Department of Health and Family Services for any substantiated findings of abuse and/or neglect and license restrictions or denials.

Based on the information obtained, additional research may include an out-of-state criminal history search, tribal courts criminal history search, a check of relevant military records, and a check of county or other local records. If a criminal background is verified, this could prevent a student from completing clinical and course requirements and affect their eligibility to take the NCLEX-RN exam for licensure. We are obligated to release all background information concerning students to all clinical facilities as well as the State Board of Nursing. Clinical facilities, as well as the State Board of Nursing, have the right to reject any student who fails to meet the required standards.

If a clinical facility will not accept a student based on their criminal background check, the student will not be able to successfully complete the Nursing Program. If a student determines that the background report is incorrect, or wishes to take legal action regarding past criminal activity, he or she must do so without the help of the University, and must obtain and pay for any legal or other assistance required. A student is ineligible for placement at a clinical facility until a corrected or revised background check is available. Students **may not contact** the facility or its liaison to debate or challenge the facilities decision to deny clinical opportunities.

The purpose of these requirements is to:

- Comply with Federal and State law.
- Comply with clinical affiliates who require a student background check as a condition of their contract.
- Provide early identification of students who may have difficulty meeting eligibility for NCLEX licensure requirements.
- Promote and protect patient/client safety.

DRUG SCREENING REQUIREMENTS

Prior to November 2012, the following recommendation was agreed upon by the Southeastern Wisconsin Nursing Alliance (SEWNA):

- All nursing students will undergo a 10-panel urine drug screen prior to clinical start; a negative result will require no further screens unless indications of impairment are present, in which case additional screens may be requested. If there is a break in a student's enrollment, the urine drug screen will need to be repeated.
- If a student has a current positive drug screen result, they will not be able to participate in a clinical placement.
- Students will be required to pay for the drug screening (this is a part of the Certified Background® plan).
- Positive drug tests will result in the student being suspended for a minimum of one (1) semester. A second occurrence will result in permanent suspension from the program.
- Students with positive tests will be asked to provide a health care provider clearance prior to readmission to the program.

MEDICAL REQUIREMENTS
See "Additional Admission Requirements for Nursing, Dental, and other Healthcare Programs" in the Herzing University Undergraduate Catalog.

In order to enroll in and attend clinical courses, documentation of the following requirements must be provided:

- Health history and examination by a physician, nurse practitioner, or physician assistant, completed within one year from the start date of the first clinical course. Reasonable accommodations will be made for students whose health examination indicate the need. If there are any physical restrictions a request for participation in clinical must be submitted and approved by the clinical site.
- After a clinical absence due to illness, the student may be required to submit to the Clinical Coordinator a return to clinical without restrictions form from their healthcare provider, and the statement must be on a letterhead from their provider. The student may not return to clinical when cleared.
- If a student is pregnant, the student must notify the Clinical Coordinator and submit a medical clearance form to continue in clinical. The student is also required to have a medical clearance form and notify the Clinical Coordinator when returning after delivery.
- Proof of vaccination or lab report of titer as follows:
    - Measles (Rubeola): two doses of a live measles vaccine given after the first birthday or evidence of measles immunity. A blood titer is required to prove immunity.
    - German measles (Rubella): Immunization for Rubella or a Rubella titer.
    - Tetanus/diphtheria (Td): Tetanus/diphtheria booster within the last ten years.
    - Hepatitis B Vaccine: Documentation of three immunizations or start of immunization series or a student may sign a Release of Responsibility form or provide a titer showing immunity.
    - Varicella: Must have titer showing immunity.
    - Seasonal Flu Vaccine: Proof of vaccination for the annual flu vaccine. Annual date of vaccination cannot expire during the enrolled semester.
- Results of Tuberculin (TB) Skin Test within past year and every year thereafter (chest x-ray and physician documentation of freedom from TB are required if skin test results are positive; or the Tuberculosis QuantiFERON blood test is required by some agencies in the state of Wisconsin. Results must be valid through the end of the clinical semester.
- Evidence of the American Heart Association Health Care Provider CPR (cardiopulmonary resuscitation) certification valid through the end of the clinical semester.
- Current health care insurance coverage

If a clinical agency requires repeat or additional drug screening or other tests, the student is responsible for meeting those requirements.

On an ongoing basis throughout the Nursing Program**,** faculty and students must meet these additional requirements:

- Annual health status documentation
- Annual documentation of freedom from tuberculosis
- Negative drug screen at any time a screen is required. Any student who tests positive on a drug screen may be dismissed from the Nursing Program and/or clinical classes.
- Continued certification in CPR

It is the student's responsibility to ensure that all documentation meets the above requirements and remains current throughout their program. All health and Certified Background forms are submitted four weeks prior to the beginning of the semester. Failure to meet submission deadlines for these requirements results in the inability to attend clinical for the semester. Students will NOT be allowed to submit health or required documentation after the deadline date. The final recommendation is made by the Nursing Program Director in collaboration with the Clinical Coordinator.

Students who do not meet the submission deadline will not be allowed to participate until the following semester, if all requirements are fulfilled at that time.

The Nursing Program and its contracted agencies reserve the right to request repeat background checks or drug screens at any time during enrollment. Failure to comply with this request may result in dismissal from the program.

CLASSROOM AND ONLINE ATTENDANCE POLICIES

GRADING

It is the policy of the University when awarding grades for nursing courses that have a lab and/or clinical component, that the earned grade awarded to the students will be the grade earned in the theory portion of the course. For example, a student who completes the lab and clinical "graded" activities with an "A" but earns a "B" in the theory component will be awarded a grade of "B" for all the components of the course. Likewise, if a student fails the laboratory or clinical portion of the course, they will be awarded a grade of "F" in the theory portion of the course as the student has demonstrated unsafe behaviors and cannot progress. Students repeating clinical nursing courses repeat all components of the course, i.e. lab and clinical.

METHODS OF EVALUATION FOR NB (NURSING) COURSES

Any or all such measures of student learning may be administered in the classroom, computer, clinical nursing laboratory, or in the clinical setting at faculty discretion. If the student is not successful in meeting the required exam mean score of 76% in all NB nursing courses, there will be no consideration of any other successfully completed coursework in determining the final course grade. Unsuccessful completion of course work will *always* be considered when determining final course grade. There will be no rounding up of exam or final course grades. No extra credit assignments may be used.

***Determination of final course grade**:* If the student meets the required 76% exam mean score, and assuming the student meets all other course requirements, the final course grade will be determined according to the percent of exams, quizzes, and course assignments according to the grading scale below:

CLASSROOM ATTENDANCE POLICY

See "Attendance Policy and Procedures" in the Herzing University Undergraduate Catalog.

The Department of Nursing strongly supports class attendance. Students are expected to inform faculty when they will miss a class. Students returning to class from an absence are expected to address missed materials with the instructor outside of the scheduled class; therefore, the student must schedule an appointment with the faculty member. Missed assignments fall under the "Late Assignment Submission

Policy" and points may be lost for missed assignments or tests. Please note the "Extenuating Circumstance Policy" below and "Clinical Attendance" policies for important notes.

LATE ASSIGNMENT SUBMISSION GUIDELINES

All assignments must be submitted via hard copy (electronically per instructor preference) to the designated instructor. Electronic submission will be accepted unless ***specified*** by the instructor. All assignments must be submitted at the designated time. Assignments submitted after the time due will be subject to the following reduction:

PAPERS: Students are expected to submit required work on time. Makeup work will not be given. The late penalty is as follows and the percentage represents a reduction in the total grade available for an assignment. Sundays and school holidays do not count as late days as the college is not open.

- *20% for up to one school day late*
- *40% for up to two school days late*
- *60% for up to three school days late*
- *80% for up to four school days late*
- *No late work will be accepted 5 school days after the due date for either theory or clinical and the grade for the assignment will be "0" points (or "F")*

EXAM AND MAKE UP POLICY

- Students are expected to take exams on the scheduled date and time, and in the class section in which they are officially registered.
- The student will earn ZERO points on the exam if absent on the day and time of an exam. If an extenuating circumstance that *could not have been prevented, anticipated, and/or planned* is the cause of missing an exam, the student must complete the attached Extenuating Circumstances form for consideration of a makeup exam. A makeup exam is NOT guaranteed with the submission of the form.
- The classroom door will be closed at the start of the exam. The clock on the instructor's computer in the front of the classroom will be used to determine the starting and ending time of exams. If a student is late to class, they will be granted only the remaining time to complete the exam.
- When an Apperson Scanner form is used to record answers on an exam, the grade earned on the exam will be based only on the answers recorded on the Apperson Scanner form.
- The final exam is a comprehensive cumulative exam that includes all course material.
- Exam grades will be provided to students within five business days following an exam.
- Exam grades will not be changed once students have been officially notified of the grade they have earned on an exam, e.g., have received an electronic Grade Report or other official notification.
- Students are not allowed to ask the proctor questions about the exam during the exam.
- Students are encouraged to review the results of their exams throughout the course. If time constraints do not allow for an exam to be reviewed during class, the student's theory instructor will work with the student to schedule an alternate time for review the student's exams.

EXTENUATING CIRCUMSTANCES
If there are extenuating circumstances (such as a documented health problem, jury duty, military reserve obligation, death of an immediate family member, etc.) that caused an absence or is expected to cause absences in the future, the student should contact his or her instructor first and complete the Extenuating Circumstance form in Appendix C of this document. The Associate Nursing Program Director or Program Director may also be contacted. The "Late Assignment Policy" may not apply in these documented circumstances.

PROGRESSION POLICIES

SPECIAL STANDARDS FOR CLINIC BASED HEALTHCARE PROGRAM
See "Bachelor of Nursing Program Description" in the Herzing University Undergraduate Student Catalog.

For students enrolled in the nursing program, the progression standards mean the following:

1. General education course may be repeated.
2. Any course with the prefix SC or Math course required for nursing may be repeated X 2.
3. The second failure of a nursing course (prefix NB) will result in dismissal from the nursing program.
4. Students must maintain a 76 (C+) or above average in all science, nutrition, math, and nursing courses in order to progress.
5. Nursing grades are not rounded.

ACADEMIC WARNING
See "Academic Warning and Probation" in the Herzing University Undergraduate Catalog.

DISMISSAL FROM THE UNIVERSITY FOR LACK OF SATISFACTORY ACADEMIC PROGRESS
See "Undergraduate standards of satisfactory academic progress" in the Herzing University Undergraduate Catalog.

GRADE APPEAL POLICY

NURSING DEPARTMENT GRADE APPEAL PROCEDURE
Any student who contests a course grade shall first attempt to resolve the matter within the Department of Nursing first. A grade appeal must be submitted in writing within one week of an exam and within 5 days of grade issuance for a nursing course. Addition time is allocated should the appeal need to proceed to the University "Grade Appeals" procedure found in the Herzing University Undergraduate Catalog.

1. The student shall present the appeal in writing to the Course Instructor. The written statement shall limit itself to citations of evidence pertaining to the valid grounds for the appeal.
2. If resolution is not achieved, the Nursing Program Director will review the appeal. If the Nursing Program Director affirms the instructor's decision, the Director will notify in writing the faculty member and the student as appropriate. If the Nursing Program Director supports the student's appeal, it shall prescribe the method by which the student will be reevaluated. If it is a final grade, the faculty of record shall submit the corrected grade to the Registrar.

3. Should the student still feel the issue has not been resolved within the Department, then the student may proceed to the University Grade appeals process outlined in the University Undergraduate Catalog. The Nursing Program Director will provide the Department's documentation to the Academic Dean.

PROCEDURES FOR APPEAL OF DISMISSAL FROM THE UNIVERSITY AND/OR TERMINATION OF FINANCIAL AID ELIGIBILITY

See "Appeal, Grievance and Arbitration procedures" in the Herzing University Undergraduate Catalog.

READMISSION/REENTRY

See "Readmission/Reentry" in the Herzing University Undergraduate Catalog.

STANDARDIZED TESTING

Students in the nursing program are required to take online-standardized tests throughout the curriculum. These standardized tests have been found to be predictors of success on the NCLEX-RN examination. Valuable feedback concerning the student's strengths and weaknesses can assist the student in examining learning outcomes, while providing important information to the faculty who are responsible for ensuring that students' learning experiences are leading to expected program goals and outcomes. Each course that utilizes a standardized online test will incorporate the grade earned on the standardized test as a percentage of the final course grade and will be specified in the course syllabus.

The ATI standardized testing and remediation program will be used by Herzing Brookfield-Kenosha. Students who fail to take a course-related standardized exam will earn a grade of "incomplete" until the exam is completed. Students who achieve less than the identified benchmark score will be expected to complete a course specific plan for review and remediation. The faculty have established benchmark criteria for the standardized tests in each subject area to promote success for students on the NCLEX-RN exam. The benchmark for ATI standardized tests is ≥ Level 2. Students who score less than Level 2 (Level 1 or Below Level 1) on any ATI standardized exam will be required to complete an assigned review and remediation activities. In addition, the benchmark for the ATI predictor exam is a score of 91%.

Teacher made examinations meet a minimum of the following guidelines for use in the program. Faculty has 5 business days to evaluate and award final grades on exams.

The standardized testing plan follows:

TOOLS	CONCEPTS MEASURED	WHEN ADMINISTERED	HOW USED (OUTCOMES)
TEAS Test: Proctored	Student basic achievement level upon entering the program. Measure aptitude in Reading, English, Math, and Science.	During the Admission Process	To establish baseline for student level of achievement. To compare achievement of Herzing students to national norms. To identify students at risk for lack of success.
Anatomy and Physiology Proctored (New Exam to be completed by ATI) Pathophysiology Proctored (when exam completed by ATI)		Semester 2, when completing A&P II Semester 3 when completing NB208	Measure outcomes; identify areas for remediation; provides targeted remediation plan in content area.
Growth and Development	Fundamentals Review Modules 18-25	Semester 2 or when enrolled in NB 100	Synthesis of growth and development content and its importance to nursing practice.
Self -Assessment Inventory—Online Practice		Semester 3 (or when in NB206)	Student determination of needs to establish baseline remediation plan.
Nurse Logic	NurseLogic helps students expand their critical thinking and problem solving skills while learning how to be test question savvy.	Semester 3 (or when in NB206)	Critical thinking development.
Learning Systems	Introduction to ATI testing.	Semester 3 (or when in NB206)	Practice testing opportunity consisting of Pre-made practice tests covering a broad range of Nursing topics with flexible features, including rationales and optional scoring to encourage practice on NCLEX-RN style exams.
HAPPI Survey	Student Expectations of the Program and University.	Each Semester	To assess student perception of program.
Critical Thinking-Entrance	Critical thinking and decision-making status at the beginning of the program.	Semester 3 (or when enrolled in NB206)	Faculty Identify student's level of critical thinking and facilitate higher order skills through materials and strategies.
Fundamentals of Nursing, Proctored	Foundational concepts for nursing practice.	Semester 3 (or when enrolled in NB211)	Assess mastery of foundational nursing information.
Pharmacology Made Easy	Beginning pharmacology concepts and dosage calculation.	Semester 3 (or when enrolled in NB 211)	Provides information on medications and case study application.
Pharmacology, Proctored	Assesses content knowledge in relation to NCLEX-RN test plan.	Semester 4 (or when enrolled in NB 220 and NB 216)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in content area.

Nutrition Proctored Start Adult Med-Surg Practice Exams			
Adult Health Proctored Exam, Retake 1	Assess progression and content gaps in Adult Health at beginning of second course.	Semester 5 (or when enrolled in Adult Health 2, NB 302)	Identify developmental needs and targeted remediation plans to support student success.
Mental Health Nursing, Proctored	Assessment of nursing knowledge in sub-specialty and identify areas for remediation.	Semester 6 (or when enrolled in NB 309)	Measure outcomes in mental health nursing; identify areas for remediation; provides targeted remediation plan in content area.
Maternity Nursing, Proctored Pediatric Nursing, Proctored Community Nursing, Proctored	Assessment of nursing knowledge in sub-specialties and population care and identify areas for remediation.	Semester 7 (or when enrolled in NB402 and NB412)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in content areas. Assess knowledge acquisition in the care of childbearing and childrearing families; and care of populations.
Adult Health, Proctored 2013	Clinical judgment and general knowledge base in med-surge nursing.	Semester 8 (or final semester of enrollment or NB 450, NB 447)	Measure outcomes; identify areas for remediation; provides targeted remediation plan in adult health.
Nursing Leadership, Proctored	Assessment of minimal competency in management and delegation of nursing care.		To assess beginning management and leadership abilities and decision-making.
Critical Thinking, Exit	Critical thinking and decision-making change over the course of the program (areas measured are inference, interpretation, analysis, evaluations, self-regulation, and explanation.		To assess change in student's critical thinking abilities at exit from nursing curriculum.
Practice RN Predictor Test & RN Predictor Test	Assess likelihood of success on the NCLEX-RN; identify areas for remediation.		To predict RN Success on NCLEX-RN Exam. To define a final remediation and review plan.

Test Construction: NCLEX-RN question formats are used provide increase objectivity in testing and to increase student comfort with the NCLEX-RN testing environment.

Test Blue Printing and Evaluation: To assure examinations reflect outcomes and content covered in the respective courses and to assure validity and consistency in the quality of testing.

Leveling of Test Questions based on program levels:

- Level 1 (Semesters 1 and 2): 70% Recall and Comprehension, 30% Application
- Level 2 (Semester 3 and 4): 50% Comprehension,40% Application, 10% Analysis
- Level 3 (Semester 5 and 6): 20% Comprehension, 60 % Application, 20% Analysis and Synthesis
- Level 4 (Semesters 7 and 8): 10% Comprehension, 50% Application; 40% Analysis, Synthesis, and Evaluation.

Test Analysis and Evaluation: Assists in the evaluation of program effectiveness. Test Analysis assesses reliability and validity of tests and includes difficulty levels, item discrimination ratio and KR 20. When tests are analyzed, if the faculty member makes a decision to discard items from the test, this will result in a new number of questions used for calculation of the final score (ex: if it is a 30-item test and 2 questions are discarded, the score is now calculated on 28 items). Whether the student answered correctly or incorrectly an item that is discarded, it no longer is calculated in the final grade. Faculty reserved the right to retest discarded content on future tests or via other methods to assure outcomes. Grades are not curved in the nursing department.

CLINICAL POLICIES

These policies meet professional guidelines for safety and the safe practice of nursing care.

STUDENT RESPONSIBILITY IN THE LAB

Lab Preparation

The nursing lab has a lab coordinator on each campus. Faculty teaching courses with a lab component plan laboratory experiences and are assisted by the lab coordinator.

- Lab Instruction
  - The course instructor will collaborate with the lab coordinator to develop a schedule of open lab hours in addition to scheduled lab classes to allow for student practice time. All faculty will have expectations that all students will complete 2 practice checks with an instructor/lab coordinator prior to final check-off. The course instructors monitor for completion of check-offs. The lab coordinator will assist with skills check-offs as time permits.
- Lab cleaning and maintenance
  - Students have the responsibility to help maintain the labs safe and clean environment. Please assist with lab clean up after use.
- Ordering of supplies
  - Faculty request supplies. If there are items students feel are needed, he/she should share with the instructor. Our goal is to assure students have what is needed to meet the course objectives, which are based on national standards not the latest products on the market.
- SIM Lab
  - The course instructor, in collaboration with the lab coordinator, will plan and set up the simulations for their classes and participate with the running and

debriefing of the simulation. Students are evaluated on the announced objectives for the experience. Preparation is essential. Faculty will assist with the evaluation of students in collaboration with the lab coordinator. All simulations have a debriefing experience. Students are encourage to form small groups and do practice simulations also. These times should be scheduled with the laboratory coordinator and promote growth and development.

Laboratory Hours: Lab hours are reviewed each semester and arranged to meet the needs of the students. The laboratory schedule is posted for student convenience. Students may also check with the laboratory coordinator.

DRESS CODE

The Nursing Program has an official uniform. Uniforms are expected to be kept clean and in good repair and pressed for the clinical experience. Substitution of other clothing or uniform types is permitted when requested by the clinical site and/or agency. Students must present a professional appearance whenever they are in the skills lab and/or clinical facilities; therefore, uniforms are to be worn to class in the nursing lab and at the clinical sites. The required uniform consists of:

- Two official Herzing Scrub sets with the embroidered Herzing logo and 1 lab jacket. Uniforms are provided by Herzing and will be issued to all students at the time of the first lab. Students are responsible for providing stockings or socks, and shoes.
- White shoes with closed heels and toes and rubberized soles.
- White or dark socks.
- Name badges, which will be worn in all clinical settings (See additional name badge information below).
- Lab coat, which will be worn on clinical units to do preparation prior to clinical experiences.
- Alternate uniforms (as defined by the agency) generally require the following:
    - Business casual dress clothing
    - Closed toed shoes
    - No visible cleavage
    - If wearing dresses, no shorter than just above knee level
    - Name badge worn in clinical setting
    - Lab coat may be optional.

EQUIPMENT REQUIREMENTS

For both classroom practice and clinical experiences use, each nursing student is expected to have the following:

- Watch with a second hand
- Stethoscope with bell and diaphragm capabilities
- Black writing, non-erasable pen.

PROFESSIONAL APPEARANCE

In order to comply with infection control policies and enhance the comfort of patients/clients, the student must be clean, neat, and in compliance with the Nursing Program and agency dress code when reporting for clinical experiences. Non-compliance with the professional appearance practices may result in dismissal from the clinical setting for the day.

- **Jewelry**: Wedding or engagement rings and a maximum of two stud earrings per ear are allowed. No dangling earrings, hoops, necklaces, as well as no facial

or tongue piercings are allowed to be worn. The student should bring a large safety pin for pinning jewelry to clothing when rings must be taken off for certain clinical areas (i.e. surgery, OB delivery, nursery, etc.). Nose and tongue rings are not permitted.

- **Hair**: Hair is to be clean, neat, pulled back and secured so that hair does not come in contact with the patient or the sterile field; men must be shaven or have neatly trimmed beards and/or mustaches.
- **Nails:** Nails are to be kept short, clean, and in good repair without polish. No artificial nails or nail enhancements are permitted (This includes artificial nail tips, appliqués, acrylic gels, and any additional items applied to nail surface).
- **Body Art:** Any tattoos or other form of body art should be covered by the uniform.

All students in clinical settings must wear their Herzing University student ID and whatever other identification the facility requires at all times. No additional warnings will be given. If a student arrives without the appropriate name/id badge, they will NOT be allowed to participate in clinical or to provide patient care. This counts as a clinical absence—hours must be made up. See above clinical absence policy. The student should follow the "Student Uniform Policy" found in the Student Handbook.

ABSENCES AND TARDINESS:

Students are expected to be at clinical on time according to their schedule. However, emergencies do happen. The following policy is in effect:

First occurrence: if 15 minutes or less from stated clinical start time—written warning. If greater than 15 minutes from stated clinical start time—student will not be allowed to participate in clinical or to provide patient care; counts as clinical absence—**hours must be made up and paper required. See No Call/No Show policy below for instructor notification requirements**.

Second occurrence: any tardiness after first occurrence—student will not be allowed to participate in clinical or to provide patient care; counts as clinical absence—hours must be made up and completion of an instructor specified activity will be required.

There are no clinical absences permitted. This means that any missed time must be made up either at the clinical site or in the lab. This time is made up at the direction of the instructor. The student who misses clinical jeopardizes achievement of the course objectives and may receive an unsatisfactory clinical grade. An unsatisfactory clinical grade results in failure of the course. Should an emergency arise, the student is expected to contact the professor immediately.

Herzing University does not provide for make-up opportunities for students who take elective vacations or time off during the semester. These absences may result in failure of the course.

NO CALL/NO SHOW

Any student who does not show up for clinical and who does not call the instructor within 15 minutes after the stated start time of clinical will be automatically failed from clinical. No call/no-show—automatic clinical failure.

Extenuating circumstances will be reviewed and considered by the instructor and the Program Director.

DISMISSAL FROM CLINICAL
Students will be dismissed from clinical if unprepared for the clinical experience, inappropriately dressed for the clinical setting, or demonstrates unsafe behaviors.

REQUIRED NURSING ABILITIES
Students accepted into the nursing program will need the cognitive ability, emotional stability, physical abilities, and endurance to complete the nursing program and practice professional nursing. The nursing student must be able to: exercise safe judgments based on assessment data; remain visibly calm in emergency situations; interact in a caring manner with clients and others; follow directions; effectively respond to the evaluation process; be flexible; demonstrate honesty and integrity. The nursing student cannot pose a significant risk or direct threat to the health or safety of themselves or others.

Specific functions, abilities and physical requirements for the nursing student include:

- Delivers nursing care that may involve standing, sitting, kneeling, bending, pushing, and pulling, carrying, lifting, walking, reaching, and twisting. The ability to lift at least 50 pounds is essential to assist clients with ambulation, transfers, position changes, and to transport clients within the health care setting. Students with injuries may be required to submit a health care provider's statement attesting to their ability to perform the above duties. Manual dexterity is essential in the performance of many nursing tasks (i.e. preparation of certain medications, administration of treatments such as dressing changes and intravenous fluids, obtaining vital signs, etc.) CPR certification without restrictions is required.
- Follows written and verbal directions.
- Communicates knowledge both verbally and in writing. This includes the ability to read, write, hear, and see. Students must be able to speak clearly enough to participate in individual and group discussions in a variety of settings.
- Observes and interprets client data and incorporates that data into the plan of care. This includes assessment and analysis of the physiological, psychosocial, spiritual, and cultural needs of the client. The ability to see, hear, feel, and smell is essential to the collection of data.
- Implements and evaluates nursing care based on the plan of care for a group of clients in all settings in which nursing care is provided. This includes the ability to utilize standard nursing equipment.
- Provides education for clients and their families, including discharge planning. There are additional educational tasks the nursing student performs which involve teaching peers and others.

This description of the essential abilities of the nursing student is meant to include the major areas of responsibility, and is not intended to be limited to the above information. If student believes he/she needs a reasonable accommodation to be able to perform these essential functions, please contact the Nursing Program Clinical Coordinator.

Please note that although we consider pregnancy to be a normal event, for the student's safety, the Department requires a statement from the student's healthcare provider providing permission to continue the clinical experiences or delineate any special needs or restrictions.

Students who need other assistance for test taking, class work and/or clinical work accommodations should follow the procedures outlined in the University Catalog.

Any illness, injury, or condition in which physician or practitioner intervention was sought, requires a signed release statement with limitations or restrictions listed before attendance at clinical.

TRANSPORTATION TO CLINICAL SITES
The Nursing Program uses a variety of clinical facilities for student learning experiences. The facilities are located in various areas of the community and require students to provide transportation to and from the facility. Students are responsible for their transportation to and from health care agencies for clinical experiences. Under no circumstances are students allowed to transport patients/clients in their private vehicles.

SAFE PRACTICE GUIDELINES

SUPERVISION OF A STUDENT IN CLINICAL
A faculty member, clinical lab personnel, or preceptor will be available to a nursing student at all times to provide guidance and evaluation of student's performance. Preceptors are used for specialized clinical experiences and are selected according to University policy to meet particular course objectives and enhance the variety of clinical experiences for the student.

SAFE NURSING PRACTICE DEFINITION
Safe nursing practice is essential to all clinical courses. Safe nursing practice is defined as the application of scientific principles and nursing theory in performing nursing care. Care is provided in a reasonable and prudent manner providing for the welfare and protecting the well-being of the client. Safe practices imply that the student can demonstrate awareness of the potential effect of actions and decisions. Such actions and decisions shall not endanger the integrity of the client.

Unsafe Nursing Practice:

- An act or behavior of the type which violates the *Wisconsin Nursing Practice Act.*
- An act or behavior, which violates the *Code for Nurses* of the American Nurses' Association (www.nursingworld.org).
- An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the patient, a family member or substitute familial person, another student, a faculty member or other health care provider.
- An act or behavior, which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

UNSAFE PRACTICE PROCEDURES
Safe practice is an essential requirement for progression to the next course and will be judged by the clinical support personnel. A student who engages in unsafe practices will receive an unsatisfactory grade for the clinical portion of the course, resulting in a grade of "F" for the course. Documentation of unsafe practices will be formulated by faculty and discussed with and signed by students. Faculty will determine if the student is to be dismissed for the day or the remaining portion of the course. In addition, unsafe practices may result in release of the student from the Nursing Program.

PROFESSIONAL STUDENT CONDUCT
The Nursing Program Director/Associate Director and faculty will implement policies related to student conduct that incorporate the standards for safe nursing care, including but not limited to the following:

- A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
- A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in, or deviations from, the current valid order.
- A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
- A student shall implement measures to promote a safe environment for each client.
- A student shall delineate, establish, and maintain professional boundaries with each client.
- At all times when a student is providing direct nursing care to a client the student shall:
    - Provide privacy during examination or treatment and in the care of personal or bodily needs; and
    - Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
- A student shall practice within the appropriate scope of practice as set forth in the Board of Nursing standards.
- A student shall use universal blood and body fluid precautions.
- A student shall not:
    - Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
    - Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- A student shall not misappropriate a client's property or:
    - Engage in behavior to seek or obtain personal gain at the client's expense;
    - Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
    - Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
    - Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships;
    - Accept any gifts from patients or clients**.**
- A student shall not (for the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph):
    - Engage in sexual conduct with a client;
    - Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
    - Engage in any verbal behavior that is seductive or sexually demeaning to a client;
    - Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.
- A student shall not self-administer or otherwise take into the body any dangerous drug, in any way not in accordance with a legal, valid prescription issued for the student.
- A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.
- A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability. As required by Federal and State law, appropriate and reasonable accommodations will be made to students with qualifying disabilities if requested according to procedures set forth in the Herzing Undergraduate Student Handbook.
- A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
- A student shall not obtain or attempt to obtain money or anything of value from a patient.
- A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
- A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the Board, or administration of medications as a medication aide without a certificate issued by the Board.
- A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
- A student shall not assist suicide.
- A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to Herzing University, its faculty or preceptors, or to the Board.

SUBSTANCE ABUSE

Herzing University requires that nursing students at all times be capable of providing safe and effective patient care. To that end, the University is committed to a substance-free workplace and environment. This means that nursing students must not be impaired by any substances during any part of the Nursing Program, including classroom work, laboratory assignments, and clinical settings in which the nursing students participate. See the Herzing University Student Handbook for additional information. Therefore, any situation where a student's ability or performance is impaired by drugs or alcohol will be dealt with in the following manner within the nursing department

- The student will be removed from the clinical site, lab, or classroom.
- The student will be required to obtain drug testing at the testing facility identified by the Department of Nursing.
- If the results are positive, the student will be released from the nursing program for at least 1 semester to allow time for treatment and reflection.
- The student may apply to return to the program after one semester's absence. A statement for the health care provider stating that the student is without mental or physical impairment that would inhibit safe nursing care is required.
- If allowed to return, the student will be allowed to return and placed based on space available.
- A second repeat of the substance abuse policy will result in permanent release from the nursing program.
- The student is afforded the right of challenge under the procedures set forth in the University catalog. Student conduct hearings at Herzing are bound by the published guidelines in the University catalog.

Reasons to suspect impairment include, but are not limited to the following:

- Alcohol on the breath or odor of alcohol
- Flushed face and/or bloodshot eyes

- Tremors of the hands
- Unsteady gait
- Patterned absenteeism
- Frequent breaks or disappearance during clinical day
- Repeated tardiness
- Memory lapses, difficulty concentrating, confusion
- Lack of coordination/dexterity
- Slurred or incoherent speech
- Deterioration of appearance
- Dilation or constricted pupils
- Anger, hostility, irritability, mood swings, agitation
- Presence of drug paraphernalia
- Drowsiness and sleepiness

STUDENT ORGANIZATIONS AND DEPARTMENT COMMITTEES

DEPARTMENT OF NURSING COUNCIL AND COMMITTEES

Student representation is expected on committees/councils within the Nursing Program. These include:

- Curriculum Committee
- Program Evaluation Committee
- Student Faculty Affairs Faculty Council
- Accreditation Committee

The President of the SNA is an ex-officio member of the Nursing Advisory Board.

STUDENT NURSES ASSOCIATION

The Herzing Brookfield-Kenosha Chapter of the Wisconsin Student Nursing Association (WSNA) is an officially recognized organization of Herzing University and the Nursing Program. The SNA is the official representative of the nursing student body and coordinates, within the policies of the University, events and activities. Members function under the Charter of the organization and the leadership of elected officers. Advisors are elected/appointed from the School of Nursing faculty. The faculty advisors are expected to be in attendance at the meetings of the organization.

The advisor‘s role is to provide clarity, to interpret School of Nursing and University polices/procedures, and to provide general consultation. The purpose of SNA is to provide networking and mentoring opportunities for the nursing student to foster their developing professional role. The organization promotes active engagement at the local, state, and national levels to contribute to advances in nursing education, promote advocacy for health care, and provide service opportunities.

NURSING PROGRAM COMMITTEES

STANDING COMMITTEES/COMMITTEES (SEE ORGANIZATIONAL CHART)
General Guidelines for all Standing Committees shall be as follows:

- Standing Committees shall meet at least monthly.
- All Standing Committees except the Faculty Retention, Recruitment, and Development Committee shall have at least 3 nursing faculty members and 1 permanent student member. Students will be invited to participate in the faculty interview process for full time and administrative faculty. Student representatives shall include representation from all campuses.
- The terms of office for all appointed or elected committees shall be for two years. Committee chairs are eligible for re-election or re-appointment.
- Each Standing Committee may appoint such sub-committees or ad hoc committees as it deems necessary to conduct special business. Sub-committees or ad hoc committees report to the appointed Standing Committee/Committee.
- Minutes of all meetings shall be recorded and submitted to the nursing program administrative assistant for permanent filing. In addition, the minutes will be posted on the Herzing University Blackboard Brookfield-Kenosha Community website or the shared drive for faculty review.

The Curriculum Committee is responsible for reviewing all curriculum related issues to assure internal consistency and validity for the nursing curriculum plan and related needs. Members are responsible for receiving, reviewing, and acting upon proposed changes or modifications of courses or curricular needs. Recommendations from the curriculum committee are reported to the Program Director and submitted to the Faculty Committee for consideration and vote. Two thirds of the voting members of the Faculty Committee are required to pass curriculum proposals. Decisions and recommendations that affect the overall curriculum plan are forwarded to nursing faculty for consideration and discussion. The curriculum committee participates in evaluation activities as designated by the Program Director and as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year.

- Membership: At least 3 faculty volunteers or appointments. The Nursing Program Director/Dean of Nursing and Associate Director are ex-officio members. There shall be 1 student representative.
- Meeting time: Will be announced at the beginning of the semester.

The Evaluation Committee is responsible for coordinating program evaluation activities identified in the Nursing Program Evaluation plan for the Nursing Program for the purpose of monitoring program integrity. These activities include monitoring graduation data, committee reports, analyses of data, and developing reports for items reflected in the Nursing Program Evaluation Plan. Reports are due at various times during the academic year. The “Outcome Measures” of the Evaluation Plan must be completed annually and reported to the Faculty Committee for approval.

- Membership: At least 3 faculty volunteers or appointments. The Nursing Program Director/Dean of Nursing and Associate Nursing Program Director/Dean of Nursing are ex-officio members. There shall be at least 1 student representative.
- Meeting Time: Shall be announced at the beginning of the semester.

The Faculty-Student Awareness Committee is responsible for recognitions, celebrations, and the general welfare of the faculty and students as well as coordination of activities related to student development for the Nursing Program. These activities include coordination of student organizations and other student activities including the Student Nurses Association, the Honor Society, other professional organizations, the Pinning Ceremony, and program awards and recognitions. In addition, they work with the College to promote scholarships, donations, and emergency funds for students in the Program. The committee communicates with the campuses' Student Government Association. The Committee participates in evaluation activities as designated by the Program Director and as defined in the Nursing Program Evaluation Plan. In addition, Committee is responsible for designing and participating in recruitment and retention activities for the Nursing Program and University sponsored events of the Admissions Department. These activities include University Open Houses, Medical Career Fairs at various sites, visits to schools and community activities, Professional Organizations and design and evaluation of recruitment materials. This Committee coordinates assignment of faculty and student representation at designated events and works closely with the University's Admissions Department. The Committee participates in selected program evaluation activities as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year

- Membership: At least 3 faculty volunteers or appointments. The Nursing Program Director/Dean of Nursing and Associate Nursing Program Director/Dean of Nursing are ex-officio members. There shall be at least 2 student volunteers to include at least 1 student in their final semester of enrollment in the nursing program.
- Meeting Time: Shall be announced at the beginning of the semester.

The Faculty Development, Recruitment and Retention Committee works closely with the University in its development, recruitment, and retention activities. The purpose of the committee is to identify, collate, and assist with nursing faculty development and scholarship needs; define and support the faculty-mentoring program; and help coordinate and participate in the interview process for applicants. The Committee participates in selected program evaluation activities as defined in the Nursing Program Evaluation Plan. An annual summary report is written and submitted to the Program Director by July 31 of each academic year.

- Membership: At least 3 faculty volunteers or appointments. The Nursing Program Director/Dean of Nursing and Associate Nursing Program Director/Dean of Nursing are ex-officio members. There are no student members of this committee.
- Meeting Time: Shall be announced at the beginning of the semester.

The Nursing Advisory Board. The number of members constituting the Nursing Advisory Board shall be fixed from time to time by the Nursing Advisory Board, but shall be no less than twelve and no more than twenty-one. Board Members shall be from both affiliated and non-affiliated agencies that have an interest in the success of the Brookfield-Kenosha nursing program. There shall be at least 1 each from business, education (non-nursing), and the spiritual realm. Each membership shall last until resignation, retirement, removal, disqualification, death or a successor shall have been identified. Qualified members need not be residents of the State of Wisconsin. Nursing Faculty Members attend Board Meetings as ex-officio members of the Advisory Board.

The members shall be selected via recommendation from faculty, administration, and community leaders. The present intent of the Nursing Advisory Board, which is non-binding, is to provide

information on current practice and needs, review and make recommendations related to program change, and provide a network of information and resources to support the achievement of program outcomes.

- The Nursing Advisory Board shall meet at least annually
- The SNA President will serve as an ex-officio member of the Nursing Advisory Board.

Accreditation Committee is responsible for coordinating and monitoring, with assistance from the Program Director, required activities and documentation identified by the accreditation bodies of the program. The accreditation bodies included, but are not limited to, HLC and CCNE. Reports are due to the Program Director at the beginning of each semester.

- Membership: At least 3 faculty volunteers or appointments. The Nursing Program Director/Dean of Nursing and Associate Nursing Program Director/Dean of Nursing are ex-officio members. There are no student members of this committee.
- Meeting Time: Shall be announced at the beginning of the semester.

CONFIDENTIALITY STATEMENT

STATEMENT OF CONFIDENTIALITY

All information that a student learns about a patient/client while providing care is private and confidential. This information is not to be shared with anyone except an instructor and those members of the health team directly involved with the care of the patient/client. The right of privacy is paramount; therefore, confidential information about the client acquired from any source is to be safeguarded. With the nurse-client relationship based on trust, the client's welfare and reputation can be jeopardized by inappropriate disclosure and the nurse-client relationship destroyed. Students are expected without exception to observe the patient/client's right to privacy. Serious consequences such as release from the Nursing Program may result if the student fails to maintain this privacy. Students are reminded that confidentiality has legal and ethical implications and that an inappropriate break of confidentiality may expose the student and University to liability.

APPENDICES

APPENDIX A

Vaccine Waiver

Vaccine-preventable disease levels are at or near record lows. Even though most infants and toddlers have received all recommended vaccines by age two, many under immunized children remain, leaving the potential for outbreaks of disease. Many adolescents and adults are under-immunized as well, missing opportunities to protect themselves against diseases such as Hepatitis B, Influenza, Pneumococcal disease, and Varicella Zoster.

Herzing University encourages students and faculty to follow the recommendations of the Center for Disease Control and Prevention (CDC). The CDC strongly recommends that healthcare workers (HCW) (e.g. physicians, nurses, emergency medical personnel, dental professionals and students, medical and nursing students, laboratory technicians, hospital volunteers, and administrative staff) receive vaccination for vaccine-preventable diseases.

I have read and understand the information on the CDC website www.cdc.org regarding (please check all that apply):

- ☐ Hepatitis B Recombinant Vaccine (Hep B)
- ☐ Measles, Mumps, Rubella (MMR) Vaccine

I understand the significance of the vaccination(s) recommendation for HCW. I choose NOT to obtain the vaccination based on health and/or personal reasons (check all that apply):

- ☐ Hepatitis B Recombinant Vaccine (Hep B)
- ☐ Measles, Mumps, Rubella (MMR) Vaccine

Based on this, **I hereby waive any claims against Herzing University, its board of trustees, officers, and affiliating agents from any and all liability, responsibility, damage, or loss whether known or unknown, existing or potential, as a result of any contact or consequence that may arise from my exposure or denial of clinical placement.**

Printed Name: _____ **Date:** _____

Signature: _____

APPENDIX B-MEDICAL FORM

Dear Student or Faculty Member:
Welcome to nursing at Herzing University. **All new nursing students are required to have a Health Record on file with the Department of Nursing.**

General Student Information

Name: _____ _____ _____ _____
Last Name *First Name* *Middle Name* *Any Previous Names*

Date of Birth _____/ _____/_____ Gender: ☐ Male ☐ Female ☐ Other
MM *DD* *YYYY*

Permanent Address:
_____

Phone Numbers: _____ (Home) _____ (Mobile) _____

Email Address (for use until you receive your permanent Herzing email address):
_____

Emergency Contact (Include name, relationship, address, and phone number):

_____

_____

Medical Insurance:
_____
Company *Policy Number* *Group Number* *Phone Number (Member Services)*

Expected Date of Graduation: _____

Release of Information

I authorize release of the health information requested below to Herzing University. I understand that information related to immunizations will be released to the clinical agencies so that I may participate in the required experiences for the program.

Printed Name _____ Date _____

Signature_____

Medical Information

To Be Completed By the Student or Faculty Member. Please circle "Yes" if you have had any of the following:

	Circle One	If yes, please explain further		Circle One	If yes, please explain further
Asthma; Wheeze/Cough	**Yes No**		Loss of function of one of the below paired organs (eye, ear, kidney, or testicle)	**Yes No**	
Back Problems	**Yes No**		Family History of sudden death before age 50	**Yes No**	
Birth Defects	**Yes No**		Tobacco Use (Typed and Frequency)	**Yes No**	
Blood Disorders i.e. hemophilia, sickle cell, other. Explain	**Yes No**				
Bone, joint problems, or injury; scoliosis	**Yes No**		Alcohol or Drug Use	**Yes No**	
Developmental Delay	**Yes No**				
Diagnosed Arthritis/Limitations	**Yes No**		Allergies: Medicine	**Yes No**	
Diabetes	**Yes No**		Allergies: Food Environmental	**Yes No**	
Dizziness or chest pain with exercise	**Yes No**			**Yes No**	
Ear or hearing problems	**Yes No**			**Yes No**	
Head Injury/Concussion/Passed Out	**Yes No**		Dental Health:		
Heart murmur, high blood pressure, or passing out	**Yes No**				
Immune suppressed	**Yes No**		Eye/Vision: Glasses ____ Contacts _____		
Rapid, Irregular pulse	**Yes No**		Last Exam Date _____		
Seizures, Describe	**Yes No**		Other Concerns:		
Shortness of Breath, Describe	**Yes No**				
Hospitalizations (please explain):			Surgeries, serious injuries or illness (please explain):		
Medications currently taking (may use back of form):					
Are you currently under care for a medical or emotional condition (explain):					

Workplace Physical Abilities Requirements

Read the following list of required nursing activities: Legend: R=Required; O=Optional

ABILITIES	R	O	MEASURABLE DESCRIPTOR	ABILITIES	R	O	MEASURABLE DESCRIPTOR
Vision: Corrected or Normal	X		Ability to read syringes, labels, instructions, and equipment labels	Lifting	X		**Lbs./ft.:** 50, clients, equipment, and supplies
Color Vision	X		Color coded equipment, supplies, medications	Floor to Waist	X		Lbs. 75: 3-man lift of patients
Hearing	X		Ability to hear in noisy environments	Reaching Forward	X		Moving clients & equipment
Touch/Temperature Discrimination	X		Palpation of pulses & discriminate temperature & sensation. Must be able to use equipment requiring fine motor skills	Carrying	X		Lbs. 50
Smell	X		Differentiate body odors, drainage, skin, & stool odors	Standing & Walking	X		Long periods up to 12 hours
Finger Dexterity	X		Manipulation of equipment, dressings, IV & other functions requiring finger dexterity; assessment	Sitting	X		Infrequent and short periods; lunch and breaks
Turning (head/neck/waist)	X		May be in position for long periods.	Stooping/Bending	X		Infrequent and short periods; adjusting of equipment
Repetitive hand/arm movements	X		Typing /Computer usage	Kneeling/Crouching		X	Infrequent and short periods; adjusting of equipment
Intelligible Oral Communication	X		Communication with clients, staff, peers, & faculty	Running		X	Infrequent, emergency situations
Appropriate non-verbal communication	X		Therapeutic communication with client and healthcare team.	Crawling		X	Short periods, emergency, adjusting equipment
Pushing	X		**Lbs./ft.:** 100, equipment, carts with and without clients	Climbing	X		Infrequent, patient care activities
Pulling	X		**Lbs./ft.:** 50, equipment & client carts	Stairs (ascending and descending)		X	Infrequent, patient care activities; emergencies

I have read, understand, and accept the above working conditions expected of a nursing student/instructor in the academic and clinical setting and certify that I am able to meet these requirements.

Signature _____ Date _____

Required Immunizations

Please complete this form as soon as possible and then immediately make a copy for your records. You may need to obtain dates/documentation from your health care provider or previous school records. If documentation is unavailable, a laboratory report of a blood test (titer) to determine level of immunity or re-immunization is required.

1. **Tuberculin Test – MUST BE VALID THROUGH _____ – NO EXCEPTIONS REQUIRED ANNUALLY OR AS REQUIRED BY THE CLINICAL AGENCIES. May be either a tuberculin skin test, chest x-ray, or blood test (QuantiFERON) (if medically deemed by HCP) _____/_____/_____**
   MM DD YYYY
2. **MMR (Measles, Mumps, Rubella)**
   Immunization with two doses of MMR, given on or after first birthday and separated by at least one month
   MMR #1 _____/_____/_____ *MMR #2* _____/_____/_____
   MM DD YYYY MM DD YYYY

   OR

   Measles # 1 _____/____/____ Measles # 2 _____/____/_____ or attached lab report showing positive immunity ____
   MM DD YYYY MM DD YYYY
   Mumps # 1 _____/_____/_____ Mumps # 2 _____/_____/_____ or attached lab report showing positive immunity____
   MM DD YYYY MM DD YYYY
   Rubella # 1 _____/_____/_____ Rubella # 2 _____/_____/_____ or attached lab report showing positive immunity____
   MM DD YYYY MM DD YYYY
3. **VARICELLA**
   Positive titer
   Attached lab report showing positive immunity____

   OR

   Varicella #1____/_____/_____ or Varicella #2 _____/_____/_____
   MM DD YYYY MM DD YYYY
4. **HEPATITIS B**
   Series of 3 doses: 0, 1, 6 months
   Hepatitis B #1: _____/_____/_____ Hepatitis B #2: _____/_____/_____
   Hepatitis B #3: _____/_____/_____

   The first dose of the series must be completed to register. The remaining doses can follow the series dose time line.

5. **Influenza: Annual dosage**

6. **Diphtheria, Tetanus (and Pertussis Vaccines): Td: _____/_____/_____ or Tdap: _____/_____/_____**
   (NOT required in Wisconsin) MM DD YYYY MM DD YYYY

I have read and understand the immunization requirements of this form and the enclose information. This form has been truthfully completed to the best of my knowledge and I freely consent to this form being used for educational requirements for Herzing University.

Student/Faculty Signature:
_____Date:_____

Name: _____

MEDICAL EXAMINATION □ Nursing Student □ Nursing Faculty at time of hire

To the physician, physician assistant, or nurse practitioner: The above named individual is a student in the Herzing University nursing program. This program trains individuals to provide nursing care in both inpatient and community settings. Applicants are required to submit evidence of good physical and mental health status. Please complete the following, which allows this student to apply for and participate in the nursing program.

PHYSICAL EXAM BY Physician/Advanced Practice Nurse /Physician Assistant
HEIGHT_____ **WEIGHT**_____ **B/P**_____ **HEART RATE**_____

	Normal	Comments/Follow-up/Needs		Normal	Comments/Follow up/Needs
Skin			Endocrine		
Ears			Gastrointestinal		
Eyes/Vision/Screen			Genito-Urinary		
Nose			Neurological		
Throat			Musculoskeletal		
Mouth /Dental			Spinal Examination		
Cardiovascular/HTN			Nutritional Status		
Respiratory			Mental Health		

Allergies (Food, drug, environmental and other)	Medication (List all prescribed medication or medication taken on a daily basis)
Needs/Modifications required in the nursing setting; able to lift up to 50 lbs.	Dietary Needs/Modifications

Special Instructions/Devices e.g. safety glasses, glass eye, chest protector for arrhythmia, pacemaker, prosthetic device, dental bridges, false teeth

Mental Health/Other

Emergency Action needed while in school due to person's health conditions (seizures, asthma, insect sting, food, peanut allergy, bleeding problem, diabetes, heart condition)?
Yes No If yes, please describe

Tuberculin Testing required annually for nursing students/faculty, Chest X ray or QuantiFERON if skin test medically waived by MD
Date Given: _____/_____/_____ Date read:_____/_____/_____ Results: _____mm
mm dd yyyy mm dd yyyy

Additional Comments:

I have examined and reported the medical history of the above named applicant and I find him/her to be in (check one) □SATISFACTORY or □UNSATISFACTORY physical and mental health to undertake a course of study in the field of Nursing.
Physician/ Advanced Practice Nurse/ Physician Assistant Performing Examination

Print Name Signature X Date of Exam

Address	Phone Fax

APPENDIX C – EXTENUATING CIRCUMSTANCES FORM

Student Documentation Form

Rationale for Absence or Tardiness from Theory/Lecture, Clinical, or Laboratory Experience

(The student must complete **PART A** of this Form and submit it to the Instructor *within 24 hours* of a selected absence/tardiness)

PART A

I, _____ (print name), was absent/tardy (circle one) from a scheduled theory/lecture class(es) on _____ (date) and/or a clinical experience(s) at _____ (name of clinical site) on _____ (date) and/or a laboratory session at _____(print Brookfield or Kenosha campus) on _____ (date).

I was absent/tardy (circle one) due to the following circumstance that created a medical and/or personal emergency for me. The following circumstance that I have recorded below *could not have been prevented, anticipated, and/or planned for* such that prior to the emergency, alternate arrangements could have been made so that I could have attended the above scheduled academic learning experience. I have attached documentation as requested by my instructor (e.g., documentation from my physician; documentation of an obituary; documentation of a court ordered subpoena; documentation related to jury duty; or military obligations, etc.) to support the circumstance that I have documented below.

* **Record the circumstance below**:

* *I fully understand that what I have documented on this form must be consistent with the '**Student Conduct,'** section of the official Herzing University Catalog and the official Herzing University Student Handbook. These official University documents (Catalog and Handbook) state, in part, that "….the student may be dismissed for reasons including, but not limited to…."improper conduct… cheating of any type…." to cite a few examples of student misconduct and/or potential grounds for dismissal.*

I also fully understand that what I have documented on this form will be kept confidential and shared with course faculty and/or administrators of the University or nursing Program on a 'need-to-know' basis, only.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

PART B

(Part B is completed by the instructor. The student will receive notification from the Instructor within 48 hours related to the below.)

Response from Instructor/Course Lead (indicated by an "X")

_____ Student's Recorded Rationale *Is Accepted*. (Student subsequently completes a 'Learning Contract' that identifies the course work that was missed and a time-line that must be followed to complete the course work in a satisfactory manner.) _____ Student's Recorded Rationale *Is Not Accepted*.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

APPENDIX-D: CONFIDENTIALITY STATEMENT

HERZING UNIVERSITY CONFIDENTIALITY STATEMENT
NURSING PROGRAMS

Herzing University has an obligation to maintain the privacy and confidentiality of patient information. Confidentiality is important because it enhances our patients' trust and their satisfaction with the healthcare services they receive here. It also demonstrates our commitment to professional standards and state and federal laws. Protected health information including the patient's admission, diagnosis, treatment and financial status is confidential and must be protected by law. You are expected to limit your uses and disclosures of protected health information, and requests for protected health information, to the minimum amount of information necessary. Mental health records of patients are under special protection and may not be released. You are required to keep all records and communications pertaining to patients confidential and show respect for patients' privacy.

Access to patient information in electronic, hard copy or other form is restricted to those involved in the patient's care or in monitoring the quality of patient care. Any additional use and disclosure of patient's protected health information requires written authorization by the patient or his/her legally designated representative, except as described above. Herzing University considers a breach of patient privacy and confidentiality a serious infraction of Herzing University policies. Violations will result in disciplinary action and sanctions being taken by Herzing University.

By signing below, you understand the policy and that it applies to patient records, personnel records and certain business records for all health care agencies you are assigned and affiliated with during your tenure as a Herzing University student.

Department of Nursing Herzing University Brookfield-Kenosha

Student Name _____
(Please print)

_____ _____
(Student Signature) (Date)

_____ _____
(Witness) (Date)

RECEIPT OF NURSING STUDENT HANDBOOK ACKNOWLEDGEMENT AND SIGNATURE PAGE

I, _____, acknowledge that I have entered the University website and read the Nursing Student Handbook for the current semester, the current Herzing University Undergraduate Catalog, and the current Herzing University Undergraduate Catalog.

I understand that it is my responsibility to know the contents of the Student Handbook and the Catalog and that it is my responsibility to refer to these publications as the need arises. I also understand that it is my obligation to periodically review the Student Handbook and the Catalog and to look for changes. I also understand that it is my obligation to view updates to the Student Handbook and Catalog upon notice of amendments.

I agree to be bound by the requirements, standards, policies, and procedures set out in the Student Handbook and the Catalog and any amendments to them.

I understand that I will be held accountable for meeting the requirements and obligations set forth in the Student Handbook and Catalog and that violation of these requirements may result in disciplinary action taken against me including suspension, release from the Nursing Program, or dismissal from Herzing University.

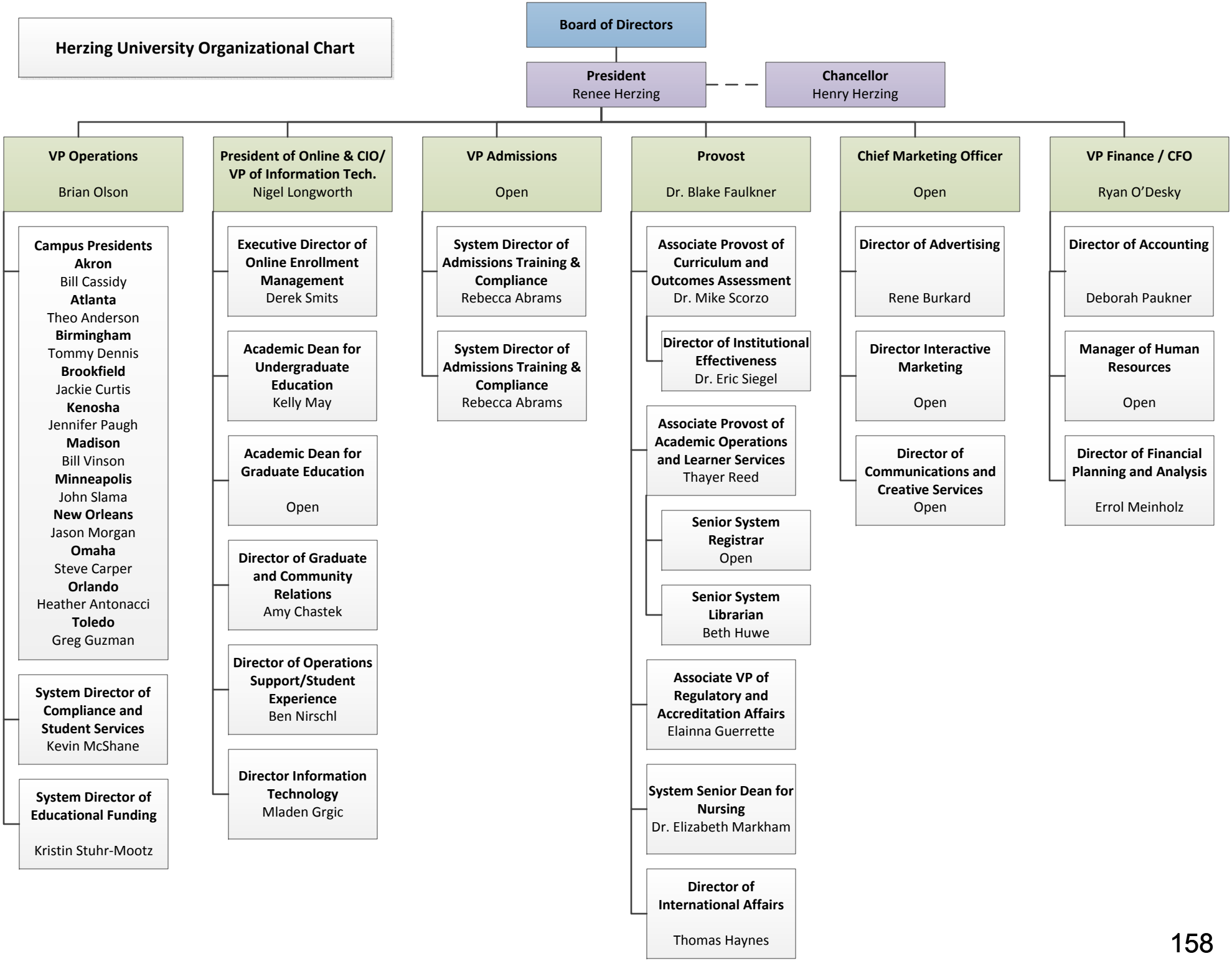
I understand that neither the Nursing Student Handbook nor the Catalog is a contract or an offer of a contract and that I should not consider them as such. I also understand that the Student Handbook and the Catalog are subject to change at any time without notice. Questions regarding updates may be directed to the Nursing Program Director/Dean of Nursing. The best efforts have been made to assure that information in the Nursing Student Handbook does not conflict with State or Federal Statutes, Rules, or Regulations, and if a conflict is identified, the State or Federal Statutes, Rules, or Regulations will control.

Student's Name Printed _____

Signature _____

Date _____

Herzing University Organizational Chart



HERZING®
UNIVERSITY

UNDERGRADUATE Catalog 2013–2014

Effective May 2014

HU_00155_0713

A MESSAGE FROM THE PRESIDENT

Renée Herzing

Our primary goal is to provide students with marketable skills leading to employment. Certainly, that means the technical skills and knowledge required in the career field chosen by the student. Our hands-on coursework and combination of academic and real-world instruction provide those skills.

Marketable skills encompass more. Employers also expect technical competence while demanding good communication skills, teamwork, positive attitudes, high performance standards, and a willingness to accept responsibility in the workplace. In order to provide these equally necessary marketable skills, we integrate communication opportunities in all of our courses and encourage team involvement whenever appropriate. We also demonstrate and emphasize these performance standards to our students by requiring completion of a workplace-related project for appraisal.

At Herzing University students not only learn the technical and business skills required in professional occupations, they are also expected to develop essential work habits. Consequently, we stress the importance of attendance as an integral element of a complete education and as an important work habit to develop. Important work habits include responsibility and reliability, and attendance in class is a major factor in both these areas. Further, class attendance benefits the student through increased opportunity for learning, added success of team experiences, and demonstrated respect for the instructor and fellow students.

At Herzing University, we believe in student service. We are focused on providing all that we can to help students graduate, attain their career objectives, and fulfill their goals. We stand ready and able to demonstrate our commitment to your success.

Yours truly,

Renée Herzing
President

TABLE OF CONTENTS

STUDENT DISCLOSURES 1

CAMPUS CONTACT INFORMATION 1

HERZING UNIVERSITY ACADEMIC CALENDAR 2

UNIVERSITY INFORMATION

Vision Statement 7
Mission Statement 7
Institutional Goals 7
Educational Philosophy 7
The P.R.I.C.E. of Success 8
Instructional Methodology 9
Herzing History 10
Governance 11
System Administrators 12
Campus Administrators 12
Undergraduate Faculty 14
State Approvals 41
Other States (Distance/Online Education) 43
State Contact Information 44
Accreditation 51
Institutional Accreditation 51
Specialized Program Accreditations, Certifications, and Licensures by Campus 51
- Akron Campus of Herzing University 51
- Atlanta Campus of Herzing University 53
- Birmingham Campus of Herzing University 53
- Brookfield Campus of Herzing University 55
- Herzing University Online 56
- Kenosha Campus of Herzing University 57
- Madison Campus of Herzing University 58
- Minneapolis Campus of Herzing University 59
- New Orleans Campus of Herzing University 60
- Omaha School of Massage and Healthcare of Herzing University 61
- Orlando Campus of Herzing University 62
- Toledo Campus of Herzing University 64

Accuracy of Information Statement 65
Program Offerings and Disclosure 65
Approvals 65
Memberships 65
Advisory Boards 65
Facilities 66
Accommodations for the Disabled 68
Library/Resource Center Resources and Services 68
Changes to This Catalog 69

ADMISSIONS INFORMATION

Undergraduate Admission Criteria 70
Program Admission 70
Undergraduate Nursing Admission Requirements 71
Additional Admission Requirements for Nursing, Dental, and Other Healthcare Programs 72
Additional Admission Acknowledgements for Wind Energy Technology 74
Admission Procedures 75
Admission Applications 75
International Undergraduate Student Admission 75

Special Students (Admission of Individuals Not Seeking Degrees/Diplomas) ... 76
High School Transitions Program ... 77
Readmission/Reentry ... 77
Continuing Students Scheduling ... 77
New Student Orientation ... 77
Nondiscrimination ... 77
Transfer of Credits to Other Colleges and Universities ... 78
Admissions Disclosure ... 78

ACADEMIC INFORMATION

Graduation Requirements—General ... 79
Award of Credit for Prior Learning ... 79
Academic Load for Credit-Hour Programs of Study ... 80
Semester Credit-Hour Scheduling ... 80
Edflex Education Options ... 81
Software and Technology Requirements ... 81
Online Education ... 82
Grading Policies ... 84
Additional Coursework ... 86
Graduation Ceremony ... 86
Academic Awards ... 86
Service Quality Assurance ... 87
Three-Year Bachelor of Science Degree Completion Policy ... 87
Undergraduate Students Taking MBA Program Courses (Dual Enrollment) ... 88
Bachelor's and MBA Degrees in Four Years With Dual Enrollment ... 88
Multiple Degrees at the Same Level ... 88
Curriculum Changes ... 88
Institutional Assessment of Student Academic Performance ... 88
Developmental Studies ... 89
Withdrawal ... 90
Add/Drop Period ... 90
Academic Warning and Probation ... 91
Attendance Policy and Procedures ... 91
Program Changes ... 92
Auditing Courses ... 92
Undergraduate Standards of Satisfactory Academic Progress ... 93
Student Conduct ... 94
Academic Integrity ... 94
Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws ... 95
Cell Phone Use ... 95
Academic Freedom ... 95
Acceptable Use of Computing Resources and Peer-to-Peer File Sharing ... 95
Undergraduate Course Numbering System ... 96
Majors, Minors, and Concentrations ... 97
Electives ... 97
Army ROTC Programs ... 97
Privacy of Records ... 98
Policy on Withholding Official Transcripts, Degrees, and Diplomas ... 98

FINANCIAL INFORMATION

Cost of Attending ... 99
Clock-Hour Program Information ... 100
Return of Title IV Funds Policy ... 100
Herzing University Refund Policy ... 101
Refund Procedures ... 103

STUDENT SERVICES INFORMATION

Appeal, Grievance, and Arbitration Procedures 104
Housing Assistance 106
Community Affairs 106
Student Advising 106
Career Development Services 107
Crime Awareness 107
Anti-Hazing Policy 107
Drug and Alcohol Policy 108

UNDERGRADUATE PROGRAMS OF STUDY

Program Offerings by Campus 109

General Education

General Education Requirements 116
Herzing University General Education Philosophy Statement 116
General Education Requirements for Associate's Degrees 116
General Education Requirements for Bachelor's Degrees 118

Bachelor of Science Programs

Bachelor of Science in Accounting (BSA) 123
Bachelor of Science in Business Management With No Concentration (BSBMNC) 126
Bachelor of Science in Business Management With a Concentration in Business Administration (BSBMBA) 128
Bachelor of Science in Business Management With a Concentration in Entrepreneurial Studies (BSBMES) 131
Bachelor of Science in Business Management With a Concentration in Human Resource Development (BSBMHRD) 134
Bachelor of Science in Business Management With a Concentration in International Business (BSBMIB) 137
Bachelor of Science in Business Management With a Concentration in Marketing (BSBMM) 140
Bachelor of Science in Business Management With a Concentration in Project Management (BSBMPM) 143
Bachelor of Science in Criminal Justice With No Minor or Concentration (BSCJNM) 146
Bachelor of Science in Criminal Justice With a Concentration in Homeland Security (BSCJHS) 149
Bachelor of Science in Criminal Justice With a Concentration in Supervision and Management (BSCJSM) 152
Bachelor of Science in Dental Hygiene (BSDH) 155
Bachelor of Science in Game Development (BSGAD) 160
Bachelor of Science in Graphic Design With No Declared Concentration (BSGRDNDC) 163
Bachelor of Science in Graphic Design With a Concentration in Print Design (BSGRDPD) 166
Bachelor of Science in Graphic Design With a Concentration in Web Design (BSGRDWD) 169
Bachelor of Science in Health Information Management (BSHIM) 172
Bachelor of Science in Healthcare Management (BSHCM) 176
Bachelor of Science in Healthcare Management—Dental Hygiene Emphasis (BSHCMDH) 179
Bachelor of Science in Homeland Security and Public Safety With No Minor or Concentration (BSHSPSN) 181
Bachelor of Science in Information Technology With No Concentration (BSITNC) 184
Bachelor of Science in Information Technology With a Concentration in Network Management (BSITNM) 187
Bachelor of Science in Information Technology With a Concentration in Security Technology (BSITST) 191
Bachelor of Science in Legal Studies (BSLS) 195
Bachelor of Science in Nursing (BSN) 199
Bachelor of Science in Nursing—Minneapolis (BSNMN) 203
Bachelor of Science in Nursing—Orlando (BSNF) 207
Bachelor of Science in Nursing—Bridge (BSNB) 211
Bachelor of Science in Nursing—Bridge to BSN—Orlando (BSNBB) 214
Bachelor of Science in Software Development With No Declared Minor or Concentration (BSSDNM) 218
Bachelor of Science in Software Development With a Concentration in Computer Programming (BSSDCP) 221
Bachelor of Science in Software Development With a Concentration in Mobile Application Development (BSSDMAD) 225
Bachelor of Science in Technology Management (BSTM) 229
Bachelor of Science in Technology Management With No Declared Minor or Concentration (BSTMNM) 231

Associate of Science and Associate of Applied Science Programs

Associate of Science/Applied Science in Accounting (ASA/AASA) 235
Associate of Science/Applied Science in Business Management (ASBM/AASBM) 237
Associate of Science/Applied Science in Business Studies (ASBS/AASBS) 239
Associate of Science in Chiropractic Technician (ASCT) 241
Associate of Science/Applied Science in Criminal Justice (ASCJ/AASCJ) 244
Associate of Applied Science in Dental Assisting (AASDA) 246
Associate of Science/Applied Science in Design Studies (ASDS/AASDS) 249
Associate of Science in Emergency Medical Technician—Paramedic (ASEMTP) 251
Associate of Science/Applied Science in Graphic Design (ASGRD/AASGRD) 254
Associate of Science/Applied Science in Health Information Management (ASHIM/AASHIM) 256
Associate of Science/Applied Science in Healthcare Management (ASHCM/AASHCM) 259
Associate of Science/Applied Science in Information Technology (ASIT/AASIT) 261
Associate of Science/Applied Science in Insurance Billing and Coding Specialist (ASIBCS/AASIBCS) 263
Associate of Science in Legal Assisting/Paralegal (ASLAP) 266
Associate of Science/Applied Science in Legal Studies (ASLS/AASLS) 269
Associate of Science/Applied Science in Medical Assisting Services (ASMAS/AASMAS) 271
Associate of Science/Applied Science in Medical Laboratory Technician (ASMLT/AASMLT) 274
Associate of Science/Applied Science in Medical Office Administration (ASMOA/AASMOAD) 277
Associate of Applied Science in Nursing—Akron (AASNOH) 280
Associate of Science in Nursing—Madison (ASNWI) 284
Associate of Science in Nursing—Orlando (ASN) 287
Associate of Science in Nursing—Birmingham—LPN to RN Bridge (ASNAL) 290
Associate of Science in Nursing—Bridge to ASN—Orlando (ASNBA) 293
Associate of Applied Science in Occupational Therapy Assistant (AASOTA) 296
Associate of Science/Applied Science in Personal Fitness Training (ASPFT/AASPFT) 299
Associate of Science in Physical Therapist Assistant (ASPTA) 302
Associate of Science in Radiologic Technology (ASRT) 305
Associate of Science/Applied Science in Software Development (ASSD/AASSD) 308
Associate of Science/Applied Science in Surgical Technology (ASST/AASST) 310
Associate of Science/Applied Science in Technology Studies (ASTS/AASTS) 313
Associate of Science in Therapeutic Massage (ASTMT) 315
Associate of Science in Wind Energy Technology (ASWET) 317

Diploma and Certificate Programs

Diploma in Bookkeeping and Payroll Accounting (DBPA) 320
Diploma in Chiropractic Technician (DCT) 321
Certificate in Cisco Certified Network Associate (CCCNA) 323
Certificate in Cloud Infrastructure and Virtualization (CCIV) 324
Certificate in CompTIA A+ (CCA+) 325
Diploma in Dental Assisting (DDA) 326
Certificate in Emergency Medical Technician—Basic (CEMTB) 328
Certificate in Emergency Medical Technician—Advanced (CEMTA) 330
Diploma in Emergency Medical Technician—Paramedic (DEMTP) 331
Certificate in English as a Second Language (CESL) 334
Diploma in Insurance Billing and Coding Specialist (DIBCS) 335
Diploma in Medical Assisting Services (DMAS) 338
Diploma in Medical Office Administration (DMOA) 340
Certificate in Microsoft Certified Solutions Associate (CMCSA) 342
Diploma in Network Systems (DNS) 343
Diploma in Personal Fitness Training (DPFT) 345
Diploma in Practical Nursing—Birmingham (DPNAL) 347
Diploma in Practical Nursing—Madison (DPNWI) 350
Diploma in Practical Nursing—Orlando (DPNFL) 352
Diploma in Therapeutic Massage—Brookfield (DTMWI) 354
Diploma in Therapeutic Massage—Omaha (DTMNE) 357
Diploma in Wind Energy Technology (DWET) 361

UNDERGRADUATE COURSE DESCRIPTIONS 363
ACCURACY OF INFORMATION STATEMENT 453
CHANGES FROM PREVIOUS CATALOG (JANUARY 2014) 454

STUDENT DISCLOSURES

To review all mandated consumer/student disclosures, please visit the Herzing University Website at ***www.herzing.edu/consumer-disclosures***.

CAMPUS CONTACT INFORMATION

Akron Campus of Herzing University
1600 South Arlington Road, Suite 100
Akron, OH 44306
tel: (330) 724-1600
fax: (330) 724-9688
e-mail: ***akr-info@herzing.edu***

Atlanta Campus of Herzing University
3393 Peachtree Road NE, Suite 1003
Atlanta, GA 30326
tel: (404) 816-4533
fax: (404) 816-5576
e-mail: ***atl-info@herzing.edu***

Birmingham Campus of Herzing University
280 West Valley Avenue
Birmingham, AL 35209
tel: (205) 916-2800
fax: (205) 916-2807
e-mail: ***bhm-info@herzing.edu***

Brookfield Campus of Herzing University
555 South Executive Drive
Brookfield, WI 53005
tel: (262) 649-1710
fax: (262) 797-9090
e-mail: ***brk-info@herzing.edu***

Herzing University Online—Administrative Office
W140 N8917 Lilly Road
Menomonee Falls, WI 53051
tel: (866) 508-0748
fax: (414) 727-7090
e-mail: ***onl-info@herzing.edu***

Kenosha Campus of Herzing University
4006 Washington Road
Kenosha, WI 53144
tel: (262) 671-0675
fax: (262) 653-1434
e-mail: ***ken-info@herzing.edu***

Madison Campus of Herzing University
5218 East Terrace Drive
Madison, WI 53718
tel: (608) 249-6611
fax: (608) 249-8593
e-mail: ***msn-info@herzing.edu***

Minneapolis Campus of Herzing University
5700 West Broadway
Minneapolis, MN 55428
tel: (763) 535-3000
fax: (763) 535-9205
e-mail: ***mpl-info@herzing.edu***

New Orleans Campus of Herzing University
2500 Williams Boulevard
Kenner, LA 70062
tel: (504) 733-0074
fax: (504) 733-0020
e-mail: ***nor-info@herzing.edu***

Omaha School of Massage and Healthcare of Herzing University
9748 Park Drive
Omaha, NE 68127
tel: (402) 331-3694
fax: (402) 331-0280
e-mail: ***oma-info@herzing.edu***

Orlando Campus of Herzing University
1865 SR 436
Winter Park, FL 32792
tel: (407) 478-0500
fax: (407) 478-0501
e-mail: ***orl-info@herzing.edu***

Toledo Campus of Herzing University
5212 Hill Avenue
Toledo, OH 43615
tel: (419) 776-0300
fax: (419) 776-0315
e-mail: ***tol-info@herzing.edu***

Herzing University Home Office
525 North 6th Street
Milwaukee, WI 53203
tel: (414) 271-8103
fax: (414) 271-1607

For more information, please visit the Herzing University Website at ***www.herzing.edu/*** or call 1-800-596-0724.

HERZING UNIVERSITY ACADEMIC CALENDAR

Classes at Herzing University run year-round with breaks as listed below. The calendar at some Herzing University campuses may vary slightly, so please check with your local campus. You will be notified if there are any changes to this schedule prior to the start of the applicable period.

			Start Date	End Date
Summer Semester 2014	**1st 8-Week Period**	Entire 8-Week Period	4-28-14	6-18-14
		1st 4-Week Period	4-28-14	5-24-14
		2nd 4-Week Period	5-27-14	6-18-14
	Break—Mid-Semester		6-19-14	7-6-14
	2nd 8-Week Period	Entire 8-Week Period	7-7-14	8-27-14
		3rd 4-Week Period	7-7-14	8-2-14
		4th 4-Week Period	8-4-14	8-27-14
	Break—Semester		8-28-14	9-1-14

			Start Date	End Date
Fall Semester 2014	**1st 8-Week Period**	Entire 8-Week Period	9-2-14	10-22-14
		1st 4-Week Period	9-2-14	9-27-14
		2nd 4-Week Period	9-29-14	10-22-14
	Break—Mid-Semester		10-23-14	10-26-14
	2nd 8-Week Period	Entire 8-Week Period	10-27-14	12-17-14
		3rd 4-Week Period	10-27-14	11-22-14
		4th 4-Week Period	11-24-14	12-17-14
	Break—Semester		12-18-14	1-4-15

			Start Date	End Date
Spring Semester 2015	**1st 8-Week Period**	Entire 8-Week Period	1-5-15	2-25-15
		1st 4-Week Period	1-5-15	1-31-15
		2nd 4-Week Period	2-2-15	2-25-15
	Break—Mid-Semester		2-26-15	3-1-15
	2nd 8-Week Period	Entire 8-Week Period	3-2-15	4-22-15
		3rd 4-Week Period	3-2-15	3-28-15
		4th 4-Week Period	3-30-15	4-22-15
	Break—Semester		4-23-15	4-26-15

			Start Date	End Date
Summer Semester 2015	**1st 8-Week Period**	Entire 8-Week Period	4-27-15	6-17-15
		1st 4-Week Period	4-27-15	5-23-15
		2nd 4-Week Period	5-25-15	6-17-15
	Break—Mid-Semester		6-18-15	7-5-15
	2nd 8-Week Period	Entire 8-Week Period	7-6-15	8-26-15
		3rd 4-Week Period	7-6-15	8-1-15
		4th 4-Week Period	8-3-15	8-26-15
	Break—Semester		8-27-15	8-30-15

			Start Date	End Date
Fall Semester 2015	**1st 8-Week Period**	Entire 8-Week Period	8-31-15	10-21-15
		1st 4-Week Period	8-31-15	9-26-15
		2nd 4-Week Period	9-28-15	10-21-15
	Break—Mid-Semester		10-22-15	10-25-15
	2nd 8-Week Period	Entire 8-Week Period	10-26-15	12-16-15
		3rd 4-Week Period	10-26-15	11-21-15
		4th 4-Week Period	11-23-15	12-16-15
	Break—Semester		12-17-15	1-10-16

			Start Date	End Date
Spring Semester 2016	**1st 8-Week Period**	Entire 8-Week Period	1-11-16	3-2-16
		1st 4-Week Period	1-11-16	2-6-16
		2nd 4-Week Period	2-8-16	3-2-16
	Break—Mid-Semester		3-3-16	3-6-16
	2nd 8-Week Period	Entire 8-Week Period	3-7-16	4-27-16
		3rd 4-Week Period	3-7-16	4-2-16
		4th 4-Week Period	4-4-16	4-27-16
	Break—Semester		4-28-16	5-1-16

			Start Date	End Date
Summer Semester 2016	**1st 8-Week Period**	Entire 8-Week Period	5-2-16	6-22-16
		1st 4-Week Period	5-2-16	5-28-16
		2nd 4-Week Period	5-31-16	6-22-16
	Break—Mid-Semester		6-23-16	7-10-16
	2nd 8-Week Period	Entire 8-Week Period	7-11-16	8-31-16
		3rd 4-Week Period	7-11-16	8-6-16
		4th 4-Week Period	8-8-16	8-31-16
	Break—Semester		9-1-16	9-5-16

			Start Date	End Date
Fall Semester 2016	**1st 8-Week Period**	Entire 8-Week Period	9-6-16	10-26-16
		1st 4-Week Period	9-6-16	10-1-16
		2nd 4-Week Period	10-3-16	10-26-16
	Break—Mid-Semester		10-27-16	10-30-16
	2nd 8-Week Period	Entire 8-Week Period	10-31-16	12-21-16
		3rd 4-Week Period	10-31-16	11-26-16
		4th 4-Week Period	11-28-16	12-21-16
	Break—Semester		12-22-16	1-8-17

			Start Date	End Date
Spring Semester 2017	**1st 8-Week Period**	Entire 8-Week Period	1-9-17	3-1-17
		1st 4-Week Period	1-9-17	2-4-17
		2nd 4-Week Period	2-6-17	3-1-17
	Break—Mid-Semester		3-2-17	3-5-17
	2nd 8-Week Period	Entire 8-Week Period	3-6-17	4-26-17
		3rd 4-Week Period	3-6-17	4-1-17
		4th 4-Week Period	4-3-17	4-26-17
	Break—Semester		4-27-17	4-30-17

			Start Date	End Date
Summer Semester 2017	**1st 8-Week Period**	Entire 8-Week Period	5-1-17	6-21-17
		1st 4-Week Period	5-1-17	5-27-17
		2nd 4-Week Period	5-30-17	6-21-17
	Break—Mid-Semester		6-22-17	7-9-17
	2nd 8-Week Period	Entire 8-Week Period	7-10-17	8-30-17
		3rd 4-Week Period	7-10-17	8-5-17
		4th 4-Week Period	8-7-17	8-30-17
	Break—Semester		8-31-17	9-4-17

			Start Date	End Date
Fall Semester 2017	**1st 8-Week Period**	Entire 8-Week Period	9-5-17	10-25-17
		1st 4-Week Period	9-5-17	9-30-17
		2nd 4-Week Period	10-2-17	10-25-17
	Break—Mid-Semester		10-26-17	10-29-17
	2nd 8-Week Period	Entire 8-Week Period	10-30-17	12-20-17
		3rd 4-Week Period	10-30-17	11-25-17
		4th 4-Week Period	11-27-17	12-20-17
	Break—Semester		12-21-17	1-7-18

			Start Date	End Date
Spring Semester 2018	**1st 8-Week Period**	Entire 8-Week Period	1-8-18	2-28-18
		1st 4-Week Period	1-8-18	2-3-18
		2nd 4-Week Period	2-5-18	2-28-18
	Break—Mid-Semester		3-1-18	3-4-18
	2nd 8-Week Period	Entire 8-Week Period	3-5-18	4-25-18
		3rd 4-Week Period	3-5-18	3-31-18
		4th 4-Week Period	4-2-18	4-25-18
	Break—Semester		4-26-18	4-29-18

			Start Date	End Date
Summer Semester 2018	**1st 8-Week Period**	Entire 8-Week Period	4-30-18	6-20-18
		1st 4-Week Period	4-30-18	5-26-18
		2nd 4-Week Period	5-29-18	6-2-18
	Break—Mid-Semester		6-21-18	7-8-18
	2nd 8-Week Period	Entire 8-Week Period	7-9-18	8-29-18
		3rd 4-Week Period	7-19-18	8-4-18
		4th 4-Week Period	8-6-18	8-29-18
	Break—Semester		8-30-18	9-3-18

			Start Date	End Date
Fall Semester 2018	**1st 8-Week Period**	Entire 8-Week Period	9-4-18	10-24-18
		1st 4-Week Period	9-4-18	9-29-18
		2nd 4-Week Period	10-1-18	10-24-18
	Break—Mid-Semester		10-25-18	10-28-18
	2nd 8-Week Period	Entire 8-Week Period	10-29-18	12-19-18
		3rd 4-Week Period	10-29-18	11-24-18
		4th 4-Week Period	11-26-18	12-19-18
	Break—Semester		12-20-18	1-6-19

			Start Date	End Date
Spring Semester 2019	**1st 8-Week Period**	Entire 8-Week Period	1-7-19	2-27-19
		1st 4-Week Period	1-7-19	2-2-19
		2nd 4-Week Period	2-4-19	2-27-19
	Break—Mid-Semester		2-28-19	3-3-19
	2nd 8-Week Period	Entire 8-Week Period	3-4-19	4-24-19
		3rd 4-Week Period	3-4-19	3-30-19
		4th 4-Week Period	4-1-19	4-24-19
	Break—Semester		4-25-19	4-28-19

			Start Date	End Date
Summer Semester 2019	**1st 8-Week Period**	Entire 8-Week Period	4-24-19	6-19-19
		1st 4-Week Period	4-29-19	5-25-19
		2nd 4-Week Period	5-28-19	6-19-19
	Break—Mid-Semester		6-20-19	7-7-19
	2nd 8-Week Period	Entire 8-Week Period	7-8-19	8-28-19
		3rd 4-Week Period	7-8-19	8-3-19
		4th 4-Week Period	8-5-19	8-28-19
	Break—Semester		8-29-19	9-2-19

			Start Date	End Date
Fall Semester 2019	**1st 8-Week Period**	Entire 8-Week Period	9-3-19	10-23-19
		1st 4-Week Period	9-3-19	9-28-19
		2nd 4-Week Period	9-30-19	10-23-19
	Break—Mid-Semester		10-24-19	10-27-19
	2nd 8-Week Period	Entire 8-Week Period	10-28-19	12-18-19
		3rd 4-Week Period	10-28-19	11-23-19
		4th 4-Week Period	11-25-19	12-18-19
	Break—Semester		12-19-19	1-5-20

			Start Date	End Date
Spring Semester 2020	**1st 8-Week Period**	Entire 8-Week Period	1-6-20	2-26-20
		1st 4-Week Period	1-6-20	2-1-20
		2nd 4-Week Period	2-3-20	2-26-20
	Break—Mid-Semester		2-27-20	3-1-20
	2nd 8-Week Period	Entire 8-Week Period	3-2-20	4-22-20
		3rd 4-Week Period	3-2-20	3-28-20
		4th 4-Week Period	3-30-20	4-22-20
	Break—Semester		4-23-20	4-26-20

			Start Date	End Date
Summer Semester 2020	**1st 8-Week Period**	Entire 8-Week Period	4-27-20	6-17-20
		1st 4-Week Period	4-27-20	5-23-20
		2nd 4-Week Period	5-26-20	6-17-20
	Break—Mid-Semester		6-18-20	7-5-20
	2nd 8-Week Period	Entire 8-Week Period	7-6-20	8-26-20
		3rd 4-Week Period	7-6-20	8-1-20
		4th 4-Week Period	8-3-20	8-26-20
	Break—Semester		8-27-20	8-30-20

			Start Date	End Date
Fall Semester 2020	**1st 8-Week Period**	Entire 8-Week Period	8-31-20	10-21-20
		1st 4-Week Period	8-31-20	9-26-20
		2nd 4-Week Period	9-28-20	10-21-20
	Break—Mid-Semester		10-22-20	10-25-20
	2nd 8-Week Period	Entire 8-Week Period	10-26-20	12-16-20
		3rd 4-Week Period	10-26-20	11-21-20
		4th 4-Week Period	11-23-20	12-16-20
	Break—Semester		12-17-20	1-3-21

UNIVERSITY INFORMATION

VISION STATEMENT

The vision of Herzing University is to be the preferred career-oriented university of students, employers, and employees.

MISSION STATEMENT

It is the mission of Herzing University to provide high-quality undergraduate and graduate degrees and diploma programs to prepare a diverse and geographically distributed student population to meet the needs of employers in technology, business, healthcare (including social work), design, and public safety. Career-oriented degree programs include a complementary and integrated general education curriculum established to stimulate students' intellectual growth, to contribute to their personal development, and to enhance their potential for career advancement.

INSTITUTIONAL GOALS

Herzing University fulfills its mission by actively pursuing the following institutional goals:

1. Provide and promote a stable, self-perpetuating climate in which ethical behavior and community service are valued and where students and employees are challenged to excel and to develop their talent.
2. Recruit and provide admissions assistance for all qualified students, resulting in access to Herzing University's career-oriented higher education programs.
3. Develop and provide effective career-oriented higher education programs consisting of technical curricula that focus on skills sought by employers.
4. Develop and provide general education curricula designed to enhance students' analytical, oral, and written communication skills as well as stimulate their intellectual growth and personal development.
5. Develop and provide services to students that will enrich their educational experience and enhance their opportunity to achieve their career goals.
6. Periodically evaluate, revise, and improve the University's key programs and processes to ensure continual progress toward attainment of the institutional goals.

EDUCATIONAL PHILOSOPHY

The Herzing University educational philosophy is based upon the premise that higher education can enhance an individual's capacity to attain personal and career goals. The Herzing University programs balance the teaching of skills that are required of graduates in order to succeed in technical, business, allied health, and public safety careers with the general education fundamentals that will prepare them to think analytically, communicate effectively, and advance professionally and personally. This philosophy flows from the University's Institutional Mission Statement and is more specifically addressed by Institutional Goals Number Three and Four and the strategies, indicators, and measures associated with those institutional goals. In order to implement its educational philosophy, the University has identified the following educational objectives:

1. Stimulate students' intellectual inquiry.
2. Impart "state-of-the-industry" technical competence that can be applied by students in the workplace.
3. Develop students' written and oral communication skills.
4. Develop students' participation and leadership capabilities.
5. Develop attitudes and general knowledge within students that will assist them to grow and become successful.

Furthermore, Herzing University believes in the human potential and personal aspirations of each student. Based on feedback from a cross-section of our community partners (employers, clinical sites, workforce centers), Herzing has developed a framework of behaviors and attributes that support a successful and meaningful career. This framework is called the "P.R.I.C.E. of Success." In order to help each student develop and expand upon these qualities, Herzing has created a culture where students are expected to exhibit these behaviors and attributes in all interactions—inside and outside of the classroom. Herzing believes students who apply themselves and embody the P.R.I.C.E. characteristics will more likely reach their full human potential.

P.R.I.C.E. of SUCCESS

Professionalism ® Respect ® Integrity ® Caring ® Engagement

Professionalism. Respect. Integrity. Caring. Engagement.

Professionalism	◆ Assume responsibility for my own actions ◆ Demonstrate professional and appropriate communication skills ◆ Present an appropriate professional appearance for the environment ◆ Handle sensitive or difficult issues with grace and confidence
Respect	◆ Provide consideration and mutual respect to other students, instructors, staff, and colleagues ◆ Approach others with a positive mindset ◆ Exhibit respect in all settings including internship or clinical rotations ◆ Demonstrate genuine interest in the thoughts, opinions, values, and needs of others
Integrity	◆ Practice academic and professional integrity ◆ Follow rules and policies of the environment ◆ Exhibit effort necessary to accomplish goals and objectives ◆ Give proper credit to others for their work and contributions
Caring	◆ Exhibit a customer focus and care mindset in the workplace and clinical settings ◆ Approach others with a positive attitude ◆ Provide encouragement and support to fellow students and colleagues ◆ Build relationships through honest communication and follow-through
Engagement	◆ Actively contribute to the classroom and workplace environment ◆ Participate in and support positive community events ◆ Seek opportunities to perform above minimum expectations in the workplace and classroom ◆ Maintain a continuous improvement mindset

INSTRUCTIONAL METHODOLOGY

The Herzing University instructional methodology is aligned with the University's educational philosophy and is based upon the premise that the relationship with each student is one of fairness, honesty, impartiality, and sincere interest and concern for the growth and development of the student. Instruction is structured to provide the necessary theory and practical application through teacher-led classroom and laboratory sessions as well as web-based distance learning and independent and group learning activities. A variety of instructional methods and techniques are used to help students achieve their goals.

1. Stimulate Intellectual Inquiry.
   a) Activities appropriate to the content of the course will be conducted to stimulate intellectual inquiry, encourage critical thinking, arouse academic curiosity, and promote cognitive development.
   b) Students will be expected to research and study topics and issues that are either assigned or self-generated through individual effort and determination.
   c) An atmosphere within the University will be maintained that will foster academic freedom and stimulate intellectual curiosity.
2. Impart Technical Knowledge.
   a) Assignments will be reviewed in class after the due date of the assignment.
   b) Student knowledge will be tested periodically to determine the individual level of understanding.
   c) Appropriate laboratory exercises will be assigned to reinforce the lecture portion of the course.
   d) A final project or case study will be assigned (where appropriate) to reinforce the major topics of the course. This project can be a written or oral report, depending on the nature of the assignment.
   e) Students in appropriate courses will be assigned a topic from the course material to research and present in a report to the class.
   f) Tutorials, videotapes, computer-based training materials, and/or mentoring will be available to complement the course content.
   g) All assignments, projects, case studies, tests, and examinations will be graded according to the performance objectives and content as stated in the course outline as well as for correct grammar, spelling, and punctuation.
3. Develop Oral and Written Communication Skills.
   a) A final project or case study will be assigned (where appropriate) to reinforce the major topics of the course. This project can be a written or oral report, depending on the nature of the assignment.
   b) All assignments, projects, case studies, tests, and examinations will be graded according to the performance objectives and content as stated in the course outline as well as for correct grammar, spelling, and punctuation.
   c) Students in appropriate courses will be assigned a topic from the course material to research and present in a report to the class.
   d) Role-playing is an effective teaching technique and will be used when applicable.
   e) Students will be encouraged to participate in discussions, ask questions, and respond to questions.
4. Develop Team Participation and Leadership Capabilities.
   a) Students will be given an opportunity to work in teams so that team-building, leadership, and communications skills are developed. Students will be assigned to group projects or case studies in each course with content appropriate for this exercise.
5. Develop Appropriate Attitudes and General Knowledge for Success in the Public and Private Sectors.
   a) Projects, case studies, and/or other activities will be assigned that will require use of the library and Internet resources for research.
   b) Resource people from the business community and the public sector will be brought into the classroom to relate their experience and provide real-world examples to reinforce course content.
   c) Attendance and appropriate attire will be expected of all students.
   d) Personal/Professional development courses have been included in bachelor- and associate-level programs as well as most diploma programs.
6. General education courses are included in bachelor- and associate-level programs to broaden students' educational experience, provide for the development of analytical and critical thinking skills, and promote intellectual inquiry.

Atlanta Campus

HERZING HISTORY

Herzing University had its beginning in 1965 when it started as a computer training institute in Milwaukee, Wisconsin. In 1970 the name was changed to Herzing Institute, and the organization began to grow through the acquisition of other schools. These included the Wisconsin School of Electronics in Madison, Wisconsin, which has a history dating back to 1948. Later, the Milwaukee location was closed in favor of the Madison location, but the system headquarters has remained in Milwaukee. The name of the school was changed to Herzing College in 1996, and the institution has grown to eleven campuses plus an online division. With the addition of graduate programs, the name was changed to Herzing University in 2009.

Akron Campus

The Akron Institute was founded in 1970 and has provided training in the Akron area continuously since that date. The school, which became a campus of Herzing University in 2003, has grown to its present size with the addition of programs, increases in staff, and expansion of facilities, necessitating a move to a larger building in 2004. The name was changed from Akron Institute of Herzing University to Akron Campus—Herzing University in January 2013.

Atlanta Campus

The Atlanta campus began in 1949 as Massey Junior College. Massey Junior College became part of the Herzing Institute in 1979. In 1996 its name was changed to Herzing College. Organizationally, Herzing University—Atlanta, was the main campus of two additional campuses in New Orleans, Louisiana, and Orlando, Florida. The Atlanta campus moved to its present location in 2005. With the addition of graduate programs, the name was changed to Atlanta Campus—Herzing University in 2009.

Birmingham Campus

Initially founded as Electronic Computer Programming Institute in 1965 at 1218 South 20th Street, the Birmingham college was acquired by the Milwaukee college in 1968. The name was officially changed to Herzing Institute in 1970. In December 1994 the Institute was moved to its present address at 280 West Valley Avenue, Birmingham, Alabama, and the official name was changed to Herzing College of Business and Technology and then to Herzing College in September 1998. With the addition of graduate programs, the name was changed to Birmingham Campus—Herzing University in 2009.

Brookfield Campus

The Brookfield Campus—Herzing University first opened its doors in March 2010 and serves the western suburbs of Milwaukee.

Kenosha Campus

The Kenosha Campus began enrolling students in the fall of 2009 as an additional location of Herzing University to serve the communities of Kenosha, Racine, northern Illinois, and the surrounding areas.

Madison Campus

Originally the Wisconsin School of Electronics, the school was founded in 1948 by several local Madison businessmen involved in the television and radio industry. In 1970 the school merged with Herzing Institute. In 1996 the name was changed to Herzing College to reflect its bachelor's degree status and range of programs. With the addition of graduate programs, the name was changed to Madison Campus—Herzing University in 2009.

Minneapolis Campus

Herzing College, Minneapolis Drafting School Division, became part of Herzing College in June of 2000. Established in 1961, the Minneapolis Drafting School trained and placed its graduates in all phases of drafting and design. The Minneapolis campus has since added programs in business, design, and public safety.

Herzing College, Lakeland Medical-Dental Academy Division, became part of Herzing College in May of 2002. Established in 1958, Lakeland Medical-Dental Academy has trained and placed its graduates in many phases of allied health. With the addition of graduate programs, the name was changed to Minneapolis Campus—Herzing University in 2009.

New Orleans Campus

The Herzing University New Orleans campus started its first class in 1996 as part of Herzing College—Atlanta. The campus relocated in 2010 to its present location in order to serve a greater number of community residents looking to obtain a Herzing education. With the addition of graduate programs, the name was changed to New Orleans Campus—Herzing University in 2009.

Omaha School of Massage and Healthcare of Herzing University

Established in 1991, the Omaha School of Massage Therapy moved to its present location in 1995 and became part of Herzing University in June of 2008.

Online Campus

In 2003 Herzing College launched its Online Campus, making education available to students from the comfort of their own home, the local library, or a coffee shop. Providing educational opportunities whenever and wherever a student desires, Herzing Online offers students the opportunity to enroll in diploma/certificate, associate's degree, or bachelor's degree programs. In 2009 Herzing Online ventured its way into the graduate school arena and began offering master's degrees in business administration and nursing. With the addition of graduate programs, the name was changed to Online Campus—Herzing University in 2009.

Orlando Campus

Herzing College in Orlando started its first classes in 1995 as an additional location of Herzing College in Atlanta. With the addition of graduate programs, the name was changed to Orlando Campus—Herzing University in 2009.

Toledo Campus

Herzing College in Toledo started its first classes in 2009. With the addition of graduate programs, the name was changed to Toledo Campus—Herzing University in 2009.

GOVERNANCE

Herzing University is a proprietary, coeducational university licensed and approved to award master's degrees, bachelor's degrees, associate's degrees, and diplomas/certificates. The University is governed by a board of directors who, in conformance with its bylaws, is primarily concerned with academic quality, the integrity of the institution, the fiscal stability of the institution, and the public interest. The University is owned by Herzing, Inc., a Wisconsin corporation.

Chancellor and Founder

Henry Herzing, Ph.D. (hc)

Board of Directors

Chairperson ..... Ava Youngblood

Director ..... William Clonan

Director ..... Joseph Froehlich

Director ..... Henry Herzing

Director ..... Renée Herzing

Director ..... Suzanne Herzing

Director ..... Cheryl King

Director ..... Agustin A. Ramirez

Director ..... William Rootham

Director ..... Patricia Todus

Executive Committee

President ..... Renée Herzing, M.B.A.

Vice President of Operations ..... R. Brian Olson, M.B.A.

President of Online and Chief Information Officer/Vice President of Information Technology ..... Nigel Longworth, M.S.

Provost ..... Blake Faulkner, D.B.A.

Vice President of Finance/Chief Financial Officer ..... Ryan O'Desky, B.S., C.P.A.

SYSTEM ADMINISTRATORS

Associate Provost of Academic Operations and Learner Services ..... Thayer Reed, M.S.

Associate Provost of Curriculum and Outcomes Assessment ..... Michael Scorzo, Ed.D.

Associate Vice President of State Authorization and Education Compliance ..... Elainna Guerrette, M.S.

Associate Director of Student Accounts ..... Jeff Grieger, B.A.

Controller, Taxes and Compliance ..... David Brzeczkowski, B.S., C.P.A.

Director of Alumni Support ..... Jennifer Hoepner, B.A.

Director of Accounting ..... Deborah Paukner, B.S., C.P.A.

Director of Advertising ..... Rene Burkard

Director of Graduate and Community Relations ..... Amy Chastek, M.B.A.

Director of Communications and Creative Services ..... Angela Monroe, M.B.A.

Director of Enterprise Learning ..... Mike Bafus, B.S.

Director of Information Technology ..... Mladen Grgic, M.S.

Director of Institutional Effectiveness ..... Eric Siegel, Ph.D.

Director of International Affairs ..... Thomas Haynes, M.A.

Director of Interactive Marketing ..... Open

Director of Operations Support ..... Ben Nirschl, M.B.A.

Manager of Admissions Support Center ..... Carol Hoskins

Manager of Financial Planning and Analysis ..... Errol Meinholz, B.B.A., C.P.A.

Manager of Human Resources ..... Jessa Hart Andrle, M.B.A.

Senior System Dean of Nursing ..... Elizabeth Markham, Ph.D., R.N.

Senior System Librarian ..... Beth Huwe, M.S.

Senior System Graduate Dean ..... Open

Senior System Undergraduate Dean ..... Larry Doty, M.A.

System Director of Admissions Training and Compliance ..... Rebecca Abrams, M.B.A.

System Director of Compliance and Student Services ..... Kevin McShane, M.B.A.

System Director of Educational Funding ..... Kristin Stuhr-Mootz, M.B.A.

System Director of Registration ..... Jessica Fager, M.B.A.

System Director of Strategic Partnerships ..... Jodi Lindquist, M.S.M.

CAMPUS ADMINISTRATORS

Akron Campus

President ..... Bill Cassidy, M.Ed., M.B.A.

Academic Dean ..... Peggy McCann, Ph.D.

Career Development Specialist ..... Cindy Antenucci, B.S.N.

Director of Admissions ..... Bill Cassidy, M.Ed., M.B.A.

Director of Educational Funding ..... Maria Harrison, B.S.

Atlanta Campus

President ..... Theatis Anderson, M.B.A.

Academic Dean ..... Marsha Johnson, M.A.

Director of Admissions ..... Anissa Neill, B.S.

Director of Educational Funding ..... Stephanie Gunby, M.B.A.

Birmingham Campus

President ..... Tommy Dennis, B.S.

Academic Dean and Director of Nursing ..... Cynthia L. Hall, M.S.N., R.N.

Director of Admissions ..... Tommy Dennis, B.S.

Director of Career Development ..... Bryan Grindle, B.S.

Director of Educational Funding ..... Kentray Sims, M.B.A.

Brookfield Campus

President ..... Jackie Curtis, M.B.A.

Academic Dean ..... David B. George, Ed.D.

Director of Career Development and Student Services ..... Jennifer Malueg, M.S.E.

Associate Director of Educational Funding ..... Danielle Kamm, B.S.B.A.

Kenosha Campus

President ..... Jennifer Paugh, B.S.

Academic Dean ..... Megan Blount, D.C., B.S.

Associate Director of Admissions ..... Megan Bernardy, B.S.

Career Development Specialist ..... Bob Johnson, M.B.A.

Director of Educational Funding ..... Nicole Voigt, B.A.

Madison Campus

President ..... William Vinson, M.A.

Academic Dean ..... Brian Willison, J.D., B.S.

Associate Dean of Healthcare ..... Steven Rush, Ph.D., R.N.

Associate Director of Admissions ..... Karen Smith, M.S.

Director of Career Development ..... Jeff Westra, M.B.A.

Director of Student Services and Registration ..... Carolyn Kent, M.S.C.

Educational Funding Manager ..... Clayton Groth, B.A.

Minneapolis Campus

President ..... John Slama, Ed.D., M.B.A.

Senior System Undergraduate Dean ..... Larry Doty, M.A.

Director of Admissions ..... Jennifer Sekula, B.S.

Director of Career and Student Services ..... Angela Van Buskirk, B.S.

Director of Educational Funding ..... Heather Boes, B.A.

New Orleans Campus

President and Director of Admissions ..... Jason Morgan, B.B.A.

Academic Dean ..... Stephanie Burns, M.B.A.

Director of Career Development ..... Open

Director of Educational Funding ..... Ava Gomez

Omaha School of Massage and Healthcare

President and Dean ..... Steve Carper, B.S., LMT

Director of Admissions ..... Angie Armstrong, B.S.

Director of Educational Funding ..... Open

Director of Student Services and Career Development ..... Stephanie Kidd, M.A.

Online Campus

President ..... Nigel Longworth, M.S.

Academic Dean for Undergraduate Education ..... Kelly May, M.B.A., M.A.O.M.

- Associate Director, Student Services ..... Kristen Brady, M.S.
- Associate Director, Student Services ..... Kristina Maynard, M.S.
- Associate Director, Student Services ..... Kate Oscarson, M.B.A.

Academic Dean for Graduate Education ..... Open

Executive Director of Online Enrollment Management ..... Derek Smits, M.B.A.

- Director of Admissions—Chicago ..... Eric Reeves, B.S.
- Director of Admissions—Menomonee Falls ..... Will Pscheidt, M.B.A.
- Director of Educational Funding ..... Katie Grieger, M.S.
- Director of Registration ..... Andrew Huenink, B.A.

Orlando Campus

President ..... Heatherann Antonacci, M.B.A.

Academic Dean ..... Roy Shaff, M.S.

Dean of Nursing ..... Patricia Edwards, M.S.N.

Director of Admissions ..... Zainab Walli, M.B.A.

Director of Career Development ..... Sharon Rosin, B.F.A.

Director of Educational Funding ..... Lauren Ruston, B.S.

Toledo Campus

President ..... Gregory Guzmán, M.P.A.

Academic Dean ..... David Ebersbach, M.Ed.

Career Development and Student Services Specialist ..... Amy Wexler, M.A.

Director of Educational Funding ..... Megan Ferrari, B.S.

UNDERGRADUATE FACULTY

* = Adjunct

Emeritus Faculty

William M. Getter, Professor Emeritus ..... D.P.A. (Public Administration), University of Alabama
..... M.S. (Logistics Management), Air Force institute of Technology
..... B.A. (Political Science), University of California—Los Angeles

Akron Campus

Deborah Ammerman, Assistant Professor ..... M.S., B.S. (Biology/Ecology), University of Akron
..... M.S. Ed (Education), University of Akron

Jean Andrick, Assistant Professor ..... M.S., B.S. (Technical Education), University of Akron

Susan Austin, Assistant Professor ..... M.S. (Nursing Midwife), Case Western Reserve University
..... B.S. (Nursing), Kent State University

L'Tanya Barnes, Assistant Professor ..... M.B.A., B.S. (Business), Herzing University
..... A.A.B. (Information Technology), Bryant and Stratton

Alice Balasco, Senior Instructor ..... M.B.A. (Business Administration), University of Akron
..... B.S. (Medical Technology), Ohio State University

Donnie Broadwater, Assistant Professor ..... M.A. (Philosophy), Kent State University
..... B.A. (Philosophy), University of Akron

Terri Chapman, Assistant Professor* ..... M.S. (Nursing), Kent State University
..... B.S. (Nursing), University of Akron

Lisa Clark, Senior Instructor* ..... J.D. (Law), University of Akron
..... B.S. (Nursing), Kent State University

Candace DeCourville, Senior Instructor* ..... M.S. (Nursing), Indiana State University
..... B.S. (Nursing), Jacksonville University

Beth Draman, Assistant Professor ..... M.S. (Clinical Counseling), Ashland Theological Seminary
..... B.A. (Political Science), University of Akron

Mark Duell, Senior Instructor* ..... M.Ed. (Math Education), Kent State University
..... B.A. (Secondary Education), University of Akron
..... A.A.S. (General Studies), Cuyahoga Community College

Jody Dunaway, Assistant Professor ..... M.B.A. (Business Administration), Ohio State University
..... B.A. (Finance), Kent State University

Leigh Felland, Senior Instructor ..... B.S. (Education), Perdue University
..... Diploma (Medical Assisting), Akron Institute of Herzing University

Ruth Ann Ferik, Senior Instructor* ..... M.S. (Nursing), Kent State University
..... B.S. (Nursing), University of Akron

Gregory Grucella, Senior Instructor* ..... D.D.S. (Dental Science), Ohio State University

Jennifer Keller, Senior Instructor* ..... M.S. (Nursing), University of Akron
..... B.S. (Nursing), University of Akron

Eileen Kepple, Assistant Professor ..... M.S. (Nursing), University of Akron
..... Diploma, (Nursing), Toledo Hospital School of Nursing

Christine Kirtley, Assistant Professor ..... M.S., B.S. (Technical Education), University of Akron
..... Diploma (Medical Assisting), Akron Medical Dental Institute

Mary Lekic, Assistant Professor ..... M.S. (Technical Education), University of Akron
..... B.S. (Industrial Management), University of Akron

Phyllis Neal, Assistant Professor ..... M.S., B.S. (Technical Education), University of Akron
..... A.A.S. (Dental Hygiene), Cuyahoga Community College

Dagmar Nicholas, Assistant Professor ..... M.B.A. (Business Administration), Colorado Technical University
..... B.A. (Accounting), Walsh University
..... C.D.A. (Dental Assisting), Ohio Board of Dentistry

Darlene (Jo) O'Leary, Assistant Professor ..... M.S., B.S. (Nursing), University of Akron
..... Diploma (Nursing), AGMC School of Nursing

Gary Orum, Senior Instructor* ..... M.S. (Applied Mathematics), University of Akron
..... B.A. (Mathematics), Judson University

Pamela Rich, Assistant Professor ..... M.S. (Technical Education), University of Akron
..... B.S. (Biology), University of Akron
..... Cerificate (Medical Technology), Medical Technology Program of Akron

Kathy Rose, Senior Instructor*.....M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Malone College

Mary Ryan, Assistant Professor..... M.S. (Community Counseling), Kent State University
.....B.S. (Nursing), Ohio State University

Laura Seaver, Senior Instructor*..... M.S. (Nursing), Kent State University
..... B.S. (Nursing), Kent State University

Shannon Sheerer, Senior Instructor* ..... M.S. (Nursing Education), Herzing University
..... B.S. (Nursing), Ohio University
.....A.S. (Nursing), Excelsior College

Christine Tackett, Assistant Professor.....M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Kent State University

Cedriee Thomas, Assistant Professor.....M.B.A. (Business Administration), Herzing University
.....B.A. (Math Education), University of Akron

MenYon Thomas, Assistant Professor.....M.A. (Communications), Eastern Michigan University
.....B.S. (Communications and Theatre Arts), Eastern Michigan University

Atlanta Campus

Stacie Alderman, Assistant Professor*.....M.S.N. (Nursing Education), Florida Atlantic University
.....B.S.N. (Nursing), University of Central Florida

Theresa Austin, Assistant Professor*..... M.S.M. (Leadership and Organizational Effectiveness), Troy University
.....B.A. (Criminal Justice), Valdosta State University

Jose Cardenas, Associate Professor.....M.S. (Computer Information Systems), University of Phoenix
..... B.S. (Industrial Engineering), National University, Frederico Villorreal
..... B.S. (Computer Network Technology), Herzing University

Carol Charles, Assistant Professor .....D.N.P. (Nursing), The University of Alabama
.....M.S.N. (Nursing), Emory University
..... B.S.N. (Nursing), Kennesaw University

Rosetta Codling, Professor*..... Ph.D. (English Literature), Bircham University
.....M.A. (Special Education), Columbia University
..... M.A. (English Higher Education), New York University
.....M.Ed., Columbia University
..... B.A. (English) Queens College

Annie Daniel, Associate Professor*.....M.S. (Computer Science), Southern Polytechnic State University
..... B.S. (Chemistry), National University of Singapore

Akron Campus Graduation

Hanna Demeke, Associate Professor* ..... Ph.D. (Nursing), Emory University
..... M.S.N. (Public Health Nursing Leadership), Emory University
..... B.S. (Nursing), Jimma University

Karla Drenner, Assistant Professor* ..... Ph.D. (Public Policy Analysis and Administration), Saint Louis University
..... M.S. (Environmental Studies—General), Southern Illinois University—Edwardsville
..... M.B.A. (Business Administration), Fontbonne University
..... B.S. (Health Physics), West Virginia State University

Francisca Edwards, Assistant Professor* ..... M.N.C.M. (Wireless), DeVry University
..... B.S. (Business Administration), Southern Connecticut State University

Alexandra Finch, Assistant Professor* ..... M.S., B.S. (Nursing), Ramapo College

Syed Firoz, Assistant Professor* ..... M.S. (IT—Network Architecture and Design), Capella University
..... B.S. (Computer Science), Southern Polytechnic State University

Marla Fleming, Assistant Professor* ..... M.S.N. (Psychiatric Mental Health), Catholic University of America

Anatoliy Fridman, Professor* ..... Ph.D. (Physics), Moscow University
..... M.S. (Physics), Kishinev State University

Amy Lynn Hess, Associate Professor ..... M.F.A. (Creative Writing), Naropa University
..... M.A. (Theater History and Criticism), Ohio University
..... B.S. (Theater and Interpretation), Central Michigan University

Priscilla Hubbard, Assistant Professor* ..... M.B.A. (Human Resource Management), DeVry University
..... B.S. (Business Administration), Herzing University

Fiona Jimill, Associate Professor ..... M.B.A. (Business Management), Herzing University
..... M.A. (Education), Central Michigan University
..... B.A. (Psychology), University of South Alabama

Debra Johnson, Associate Professor* ..... M.S. (Science Education), Nova Southeastern University
..... B.S. (Healthcare Administration and Planning), Tennessee State University

Linda Johnson, Associate Professor* ..... M.A., B.A. (History), California State University—Long Beach

Valerie Johnson, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Southern University and A&M College

Lucinda Jones, Assistant Professor* ..... J.D. (Law), John Marshall Law School

Chris Jourdan, Assistant Professor* ..... M.Acct.F.M. (Accounting and Financial Management), DeVry University
..... B.S. (Business Administration), Herzing University

Keridan Kaisner, Assistant Professor* ..... M.S. (Nursing Education/OB), University of Oklahoma
..... B.S. (Nursing), Pittsburg State University

Hok-Sing Leung, Assistant Professor* ..... M.S., B.S. (Mathematics), Georgia State University

Xin Tao Liu, Professor ..... Ph.D. (Physics), University of Tennessee
..... M.A. (Nuclear Physics), Jinin University—China

Abdou Mballo, Assistant Professor ..... M.A. (Literature and English), University of Cheikh Anta Diop—Dakar

Cheryl McKinley, Assistant Professor* ..... M.B.A. (Accounting and Finance), American InterContinental University
..... B.B.A. (Human Resource Management), American InterContinental University

Maurice Moore, Associate Professor* ..... M.A. (Counseling and Psychological Services), Clark Atlanta University
..... B.S. (Psychology), Morris Brown College

Dennis Morrow, Professor ..... Ph.D. (Administration and Management/MIS Systems), Walden University
..... M.A. (Management and Supervision), Central Michigan University
..... B.S. (Computer Information Systems), Alabama State University

Alvaro Munoz, Associate Professor* ..... M.A. (Spanish), Georgia State University

Eric Murray, Assistant Professor ..... M.B.A. (Business Management), Herzing University
..... M.A. (Linguistics), The University of the West Indies
..... B.A. (Library and Information Studies), The University of the West Indies

Stephanie O'Neal, Assistant Professor* ..... M.B.A. (Business Administration), DeVry University
..... B.S. (Business Administration and Marketing), Central State University

Dana Sue Parker, Associate Professor ..... D.N.P. (Forensics), University of Tennessee Health Science Center
..... M.S.N. (Nurse Educator), University of Central Arkansas
..... B.S.N. (Nursing), Arkansas Tech University

Audrey Perkins, Assistant Professor ..... M.S. (Nursing), Benedict University
..... B.S. (Nursing), Florida State University

Stephen Phang, Assistant Professor ..... M.B.A. (Technology Management), Herzing University
..... B.S.I.T. (Computer Information Systems), Herzing University

Angela Primm-Bethea, Associate Professor* ..... M.B.A. (Marketing), Clark Atlanta University
..... M.S.S.A. (Social Work), Case Western Reserve University
..... B.A. (Behavioral Science), Ursuline College

Steven Shema, Associate Professor* ..... M.B.A. (Business/Finance), Georgia State University
..... B.S. (Behavioral Science and Law/Political Science), University of Wisconsin—Madison

Terri Simmons, Assistant Professor* ..... J.D. (Advisory and Dispute Resolution), University of Tennessee—Knoxville
..... B.S. (Mathematics), Spellman College

Jennifer Skeete-Cantor, Professor ..... J.D. (Law), John Marshall Law School
..... B.A. (Political Science), Long Island University

Cordia Starling, Professor ..... Ed.D. (Higher Education Administration), University of Alabama
..... M.S. (Nursing), Georgia State University
..... B.S. (Nursing), University of Tennessee

Robin Turner, Assistant Professor* ..... M.S. (Education—Elementary Reading and Literacy), Walden University
..... B.S. (Elementary Education), Salisbury University
..... B.S. (Communication Media), Bowie State University

Lynn Varagona, Assistant Professor* ..... Ph.D. (Organizational Psychology), Georgia State University
..... M.S. (Nursing), Yale University
..... M.B.A. (Business Administration), Emory University

Michael Webb, Professor* ..... J.D. (Law), L.L.M. (Taxation), Woodrow Wilson College of Law

Lillian Williams, Professor ..... M.S. (Nursing), Northwestern State University
..... B.S. (Nursing), West Texas State University

Birmingham Campus

David Berry, Senior Instructor* ..... B.S. (Nursing), University of Alabama—Birmingham
..... B.S. (Public Safety Administration), Athens State University
..... A.A.S. (Fire Science and EMS), Jefferson State Community College

Rey Cabazor, Instructor* ..... B.S. (Nursing), University of City of Manilla

Kimberly Cantlay, Instructor* ..... M.A. (Education), University of Alabama—Birmingham
..... B.S. (Math and Chemistry), University of Alabama—Birmingham

Vickie Cosby, Instructor* ..... B.S. (Nursing), University of Alabama—Birmingham

Cheryle Davis, Assistant Professor ..... M.S., B.S. (Nursing), University of Alabama—Birmingham

Leo Deason, Associate Professor* ..... M.S. (Emergency Management), Jacksonville State University
..... B.S. (Criminal Justice/Psychology), University of Alabama
..... B.S. (Public Safety Administration), Athens State University
..... A.A.S. (History), Jefferson State Community College
..... A.A.S. (Fire Science), Wallace State Community College
..... A.S. (Emergency Medical Services), Jefferson State Community College

Kathyrn Donahoo, Assistant Professor ..... C.R.N.P. (Nursing), University of Alabama—Birmingham
..... M.S. (Nursing and Adult Health), Troy University
..... B.S. (Nursing), University of Alabama—Birmingham

Robert Dreyfus, Instructor* ..... B.S. (Nursing Education), University of Alabama—Birmingham

Kevin Hicks, Instructor* ..... B.S. (Homeland Security), Herzing University

Michael Hicks, Instructor* ..... M.A. (Mathematics), University of Alabama
..... M.S. (Mathematics Education), Northwestern State University
..... B.S. (Mathematics Education), Northeast Louisiana University

Steven Hicks, Instructor* ..... M.A. (Management), Birmingham Southern College
..... B.S. (Public Safety), Athens State University

Kendric Hughley, Senior Instructor* ..... B.S. (Exercise Physiology), Auburn University—Montgomery

Jeffrey Jackson, Senior Instructor* ..... M.S. (Occupational Safety and Health), Columbia Southern University
..... B.S. (Public Safety and Health Administration), Athens State University

Nena Lavas, Instructor ..... M.A. (Clinical Psychology), Middle Tennessee State University
..... B.S. (Nursing), University of Alabama—Birmingham

Cathy Layne, Instructor* ..... M.S., B.S. (Nursing), University of Alabama—Birmingham

Scott Lewis, Instructor* ..... B.S. (History), University of Alabama—Birmingham

Sheri Lurie, Assistant Professor ..... M.S. (Nursing Education), Kaplan University
..... B.S. (Nursing), University of Alabama—Birmingham

Vicki Molliconi, Instructor* ..... B.S. (Nursing), University of Arizona
..... B.A. (Biology), University of Colorado

Beverly Anne Phillips, Instructor ..... M.A. (English Education), University of Alabama—Birmingham
..... M.S. (Geospatial Science), University of North Alabama
..... B.A. (English), Christian Brothers University

Wendy Siegal, Instructor* ..... B.S. (Nursing), Emory University

Richard Stallings, Instructor* ..... B.S. (Exercise Physiology), University of North Alabama

Mark Stith, Instructor ..... M.S (Biology and Chemistry), University of Georgia
..... B.S. (Biology and Chemistry), University of Alabama

Joanna Sutherland, Instructor* ..... M.S. (Nursing), Samford University
..... B.S. (Nursing), University of Alabama

Evan Van Arsdale, Senior Instructor* ..... B.A. (Business Administration), Lee University

Alberto Verdad, Assistant Professor ..... M.A., B.S. (Medical-Surgical Nursing), De La Salle—Health Sciences Institute

Arlene Verdad, Instructor* ..... B.S. (Medical-Surgical Nursing), De La Salle University—Health Sciences Institute

James Wilhoit, Assistant Professor* ..... M.S. (Information Technology/Network Architecture and Design), Capella University
..... B.S. (Technology Management), Herzing University

Brookfield Campus

Nancy Ahrens, Assistant Professor ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing and Business Management), Alverno College

Cynthia Boerner-Kuhr, Instructor* ..... B.S. (Medical Technology), Marquette University

Kathleen Conley, Assistant Professor* ..... M.S. (Nursing), University of Wisconsin—Madison
..... B.S. (Nursing), Cardinal Stritch University

Daniel Connolly, Assistant Professor* ..... M.L.I.S. (Library and Information Science), University of Wisconsin—Milwaukee
..... B.A. (English), Cardinal Stritch University

Sarah Donnell, Assistant Professor* ..... M.S., B.S. (Nursing), Alverno College

Michael Drout, Instructor* ..... D.C. (Chiropractic), B.S. (Human Biology), Northwestern College of Chiropractic

Laura Eastman, Assistant Professor* ..... M.S. (Education), Carroll College
..... B.S. (English), University of Wisconsin—Stevens Point

Havilah Fiebelkorn, Assistant Professor ..... M.S. (Nursing), B.S. (Biology and Religion), University of Wisconsin—Milwaukee

Dora Fronek, Assistant Professor ..... M.S. (Oriental Medicine), Midwest College of Oriental Medicine
..... B.S. (Nutrition), Midwest College of Oriental Medicine
..... A.S. (Massage Therapy), Lakeside School of Massage

Michael Hall, Instructor* ..... M.B.A. (Human Resource Management), Keller Graduate School of Management
..... M.P.M. (Project Management), Keller Graduate School of Management
..... B.A. (Liberal Studies), Western New England College

Carl Heigl, Assistant Professor* ..... D.C. (Chiropractic), Palmer College of Chiropractic
..... M.B.A. (Finance), University of Wisconsin—Whitewater
..... B.A. (Political Science), University of Wisconsin—Parkside

Cherion Holder, Assistant Professor* ..... M.S., B.S. (Nursing), Concordia University
..... A.S. (Nursing), Milwaukee Area Technical College

Edna Hudson, Assistant Professor ..... M.S. (Nursing Education), Walden University
..... B.S. (Nursing), Cardinal Stritch University

Debra Johnson, Assistant Professor ..... M.S., B.S. (Nursing), University of Wisconsin—Madison

JeraiLyn Jones, Instructor* ..... A.S. (Therapeutic Massage), Lakeside School of Massage Therapy

Brenda Kutzke, Assistant Professor ..... M.S. (Nursing), Sacred Heart University
..... B.S. (Nursing), University of Wisconsin—Eau Claire

Kristen Lentz, Instructor* ..... M.S. (Educational Psychology), University of Wisconsin—Milwaukee
..... B.A. (Psychology), University of Wisconsin—Oshkosh

John Louzecky, Instructor* ..... M.B.A. (Business Administration), Concordia University
..... B.S. (Accounting), University of Wisconsin—Milwaukee

Jean Majeski, Assistant Professor ..... M.S. (Nursing), Cardinal Stritch University
..... B.S. (Nursing), Medical College of Wisconsin

Octavia Manuel-Wright, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Concordia University

Anja Marini, Associate Professor* ..... Ph.D. (Chemistry), Texas A&M University
..... B.A. (Chemistry), Florida International University

Shanta McHatten-MacFarling, Instructor ..... A.S. (Massage Therapy), Lakeside School of Massage Therapy

Michelle Metzger, Assistant Professor* ..... M.S. (Nursing), Holy Names University
..... M.B.A. (Business Administration), Holy Names University
..... B.S. (Nursing), Simpson University

Tracy Neher, Associate Professor ..... Ph.D. (Biochemistry), B.S. (Biological Sciences), Michigan Technological University

Carole Ostendorf, Professor ..... Ph.D. (Educational Psychology), University of Wisconsin—Milwaukee
..... M.B.A. (Management Policy), University of Wisconsin—Milwaukee
..... M.M.Sc. (Physical Therapy), Emory University
..... B.S. (Physical Therapy), St. Cloud University

Tracy Perkins, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Psychology), University of Wisconsin—Eau Claire
..... A.S. (Nursing), Gateway Technical College

Kenneth Poludnianyk, Assistant Professor ..... D.C. (Chiropractic), B.S. (Human Biology), National College of Chiropractic—Lombard

Lisa Reid, Assistant Professor* ..... D.C. (Chiropractic), B.S. (Science), Palmer College of Chiropractic

Michael Rodriques, Assistant Professor ..... M.S. (Nursing), University of Wisconsin—Milwaukee
..... B.A. (Psychology), Purdue University

Judith Rypel, Assistant Professor* ..... M.S. (Nursing), Ohio State University
..... B.S. (Nursing), Viterbo University

Michael Shulz, Assistant Professor* ..... M.S., B.S. (Mathematics), University of Wisconsin—Milwaukee

Juli Thorgerson, Assistant Professor ..... B.S. (Health Sciences), Kaplan University
..... A.S. (Medical Assisting), Concordia University

Suzanne Vanderkooi, Assistant Professor ..... D.P.T. (Physical Therapy), Southwest Baptist University
..... B.A. (English), Trinity International University

Geralyn Voboril, Assistant Professor* ..... M.S. (Nursing), Regis University
..... B.S. (Nursing), Cardinal Stritch University

Kathleen Wilson, Instructor* ..... M.S. (Computer Science Education), Cardinal Stritch University
..... B.S. (Education), University of Wisconsin—Milwaukee

Paula Winters, Assistant Professor ..... M.S. (Nurse Midwifery), Marquette University
..... B.S. (Nursing), University of Wisconsin—Madison

Melissa Young, Instructor* ..... B.B.A. (Human Resource Management), University of Wisconsin—Milwaukee

Deborah Ziebarth, Assistant Professor ..... M.S., B.S. (Nursing), Cardinal Stritch University

Kenosha Campus

Christina Bajorek, Assistant Professor ..... M.S., B.S. (Nursing), Liberty University
..... A.S. (Nursing), Milwaukee Area Technical College

Eileen Berglund, Associate Professor* ..... D.C. (Chiropractic), B.S. (Human Biology), National University of Health Sciences

Rebecca Burdette, Associate Professor ..... M.S. (Clinical and Health Psychology), Walden University
..... M.S. (Clinical Psychology), Concordia University
..... B.S. (Human Services), Ottawa University

Geri Castro, Assistant Professor ..... M.B.A. (Healthcare Management), Davenport University—Eastern Region
..... B.S. (Business Administration), Davenport University—Eastern Region
..... A.S. (Medical Assisting), Skadron College

Maria Carlota Chavez, Assistant Professor ..... M.S. (Nursing Education), University of Phoenix
..... B.S. (Nursing), St. Paul University—Philippines

Lurese Gillespie, Associate Professor ..... M.S., B.S. (Criminal Justice), Mississippi Valley State University

Barbara Harpster Harris, Assistant Professor ..... B.S. (Healthcare Administration), University of Phoenix
..... A.A.S., Concorde Career College
..... Diploma (Medical Assisting), Concorde Career College

Justin Hern, Assistant Professor ..... M.S. (Nursing), Sacred Heart University
..... M.B.A. (Business Administration), Stephens College
..... B.S. (Business Administration), Regis University

Betty Hernandez, Assistant Professor* ..... M.A. (Education/Curriculum and Instruction), University of Phoenix
..... B.A. (Humanities), Shimer College
..... A.A. (Liberal Arts), Valencia Community College

Robert Johnson, Assistant Professor* ..... M.B.A. (Finance and Risk Management), Loyola University

Derek Kalscheur, Assistant Professor* ..... M.S., B.S., (Health Administration), University of Phoenix

Linda Kapp, Associate Professor ..... M.F.A. (Art History), M.S. (Communication Design), Pratt Institute
..... B.F.A. (Communication Design), Pratt Institute

Laurie Koestner, Assistant Professor ..... M.S.Ed (Nursing and Healthcare Education), University of Phoenix
..... B.S. (Nursing), University of Phoenix

Donna Kowske, Assistant Professor ..... M.S. (Nursing), University of Phoenix
..... B.A. (German, English, and Secondary Education), University of Wisconsin—Parkside
..... Diploma (Nursing), St. Luke's Hospital School of Nursing

Jessica Moore, Assistant Professor* ..... M.S. (Counseling Psychology), Capella University
..... B.S. (Psychology), B.S. (Criminology), Upper Iowa University

Joan Neave, Assistant Professor ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Carroll Columbia College

Tina Shanahan, Assistant Professor ..... M.A. (Writing, Rhetoric, and Discourse), DePaul University
..... B.A. (English), University of Wisconsin—Parkside

Diane Sigler, Associate Professor ..... M.S. (Human Resource Management), Keller Graduate School of Management
..... B.A. (Accounting), Lakeland College

Benjamin Singer, Assistant Professor* ..... M.S. (Nursing), University of Cincinnati
..... B.S. (Nursing), Chamberlain College of Nursing
..... A.S. (Nursing), Bryant & Stratton College

Vicki Swaney, Assistant Professor* ..... M.S., B.S. (Nursing), University of Phoenix
..... A.A.S. (Nursing), Milwaukee Area Technical College

Shane Wesener, Associate Professor* ..... Ph.D. (Microbiology), University of Wisconsin—Milwaukee
..... B.S. (Biology), St. Norbert College

Madison Campus

Tammy Bomkamp, Assistant Professor ..... M.S.N. (Nursing Education), University of Phoenix
..... B.S.N. (Nursing), Edgewood College

John Burgar, Associate Professor ..... M.S. (Systems Management), University of Southern California
..... B.S. (Information Systems), University of Maryland University College

Joseph Cann, Associate Professor ..... M.S. (IT Project Management), University of Wisconsin—Platteville
..... B.S. (Computer Networking and Security), Herzing University
..... B.S. (Electrical and Electronic Engineering), University of Science and Technology, Ghana

Rita Cordova, Assistant Professor ..... M.S. (Nursing Administration), Edgewood College
..... B.S. (Nursing), Lenoir Ryne College

Ross Demrow, Assistant Professor ..... M.B.A. (Business Administration), Cardinal Stritch University
..... B.A. (Political Science/International Relations), University of Wisconsin—Madison

Lynn DuPree, Associate Professor ..... M.A. (Secondary Education), Viterbo University
..... M.A. (English), Northern Arizona University
..... B.A. (English and Education), University of Wisconsin

Michael Freiman, Assistant Professor ..... M.F.A. (Studio Arts), Maine College of Art
..... B.F.A. (Sculpture and Art History), University of Wisconsin—Milwaukee

Thomas Gross, Associate Professor ..... Ph.D. (Applied Management and Decision Science—Finance), Walden University
..... M.B.A. (Finance), University of Wisconsin—Madison
..... M.A. (Philosophy/Math/Logic), University of Wisconsin—Madison
..... B.A. (Philosophy), University of Wisconsin—Madison

Diana Heisler, Assistant Professor* ..... Ph.D. (Biology), University of Kansas
..... D.M.V. (Veterinary Medicine), University of Wisconsin—Madison
..... B.A. (Biology/Environmental Science), Oberline College

Paul Johann, Assistant Professor ..... M.S. (Telecommunications), B.A. (East Asian Studies), Indiana University
..... A.A. (Computer Animation), Full Sail University

Aaron Kahn, Assistant Professor ..... M.S. (Computer Science/Telecommunications/Game Development), Indiana University—Bloomington
..... B.S. (Computer Science and Mathematics), Indiana University—Bloomington
..... B.A. (Game Animation and Music Studies), Indiana University

Kirsten Koffarnus, Assistant Professor ..... M.S. (Pediatric Nursing), University of Wisconsin—Madison
..... B.S. (Nursing), Viterbo University

Jennifer Kowalkowski, Assistant Professor ..... M.S., B.S. (Nursing), University of Wisconsin—Madison

Sherri Lara, Assistant Professor* ..... M.S. (Nursing), Walden University
..... B.S. (Nursing), University of Wisconsin—Green Bay
..... A.N.D. (Nursing), Blackhawk College

Jong Bum Lee, Associate Professor ..... M.S. (Applied Mathematics), Northern Illinois University
..... B.S. (Mathematics), University of Wisconsin—Madison

Pamela McGranahan, Assistant Professor* ..... D.N.P. (Psychiatric Mental Health Nursing), M.S. (Nursing), University of Wisconsin—Madison
..... B.S. (Nursing), University of Iowa

Sara Moldenhauer, Assistant Professor ..... M.S., B.S. (Nursing), Winona State University

Sue Orme, Assistant Professor ..... M.S. (Nursing Education), Edgewood College
..... B.S. (Nursing), University of Utah
..... B.S. (Therapeutic Recreation and Psychology), University of Wisconsin—LaCrosse

Erik Pederson, Assistant Professor ..... M.S. (Manufacturing Engineering), University of Wisconsin—Milwaukee
..... B.S. (Industrial Technology), University of Wisconsin—Stout

Lisa Richards, Assistant Professor ..... M.S. (Nurse Midwifery), Vanderbilt University
..... B.S. (Brain and Cognitive Sciences), University of Rochester

Becky Rothering, Assistant Professor ..... M.S. (Counselor Education), University of Wisconsin—Platteville
..... B.S. (Fine Arts), University of Wisconsin—Platteville

Karin Spader, Assistant Professor ..... M.S., B.S. (Psychology), M.A. (Sociology), Western Illinois University

Janet Staker Woerner, Associate Professor ..... M.S. (Marketing), Illinois Institute of Technology, Stuart School of Business
..... B.S. (Political Science/Sociology), Illinois State University

Tom Traband, Associate Professor ..... M.F.A. (Fine Arts and Stage Management), University of Wisconsin—Milwaukee
..... B.F.A. (Fine Arts), University of Wisconsin—Milwaukee

Patricia Ward, Associate Professor* ..... M.A. (Organizational Development and Business Leadership), Upper Iowa University
..... B.A. (Business Administration), Lakeland College

Kristin Weiss, Assistant Professor* ..... M.S. (Business Management), Colorado Technical University
..... B.A. (Liberal Arts), Eastern Illinois University

Minneapolis Campus

Karri Bell, Senior Instructor ..... B.S. (Healthcare Management), Herzing University
..... A.A.S. (Dental Assisting), Herzing University

Rachel Beutz, Instructor* ..... B.S. (Dental Hygiene), University of Minnesota

Tim Boerner, Assistant Professor* ..... M.A. (Mathematics), Creighton University

Briana Juetten, Instructor* ..... M.S. (Nursing), Walden University

Clarice Chikazawa-Nelson, Instructor ..... B.S. (Occupational Therapy), Colorado State University

Ashley Chouinard, Senior Instructor ..... M.S. (Education), University of Wisconsin—Stout
..... B.S. (Community Health), St. Cloud State University
..... A.A.S. (Dental Hygiene), Normandale Community College

Stuart Cohen, Associate Professor* ..... D.D.S. (Dentistry), University of Minnesota

Lissi Corbett, Assistant Professor* ..... M.A. (English), St. Thomas University

Cherika DeJesus, Senior Instructor ..... B.S. (Healthcare Management), Globe University
..... A.A.S. (Medical Assisting), Globe University

Kelly Frankenberg, Senior Instructor* ..... M.F.A. (Fine Arts), New Orleans University

Kelly Hall, Senior Instructor* ..... B.S. (Business Management), Argosy University
..... A.A.S. (Dental Hygiene), Colorado Northwestern Community College

Lori Hines, Instructor* ..... A.A.S. (Dental Hygiene), Minnesota State University—Mankato

Michael Jensen, Assistant Professor ..... M.S. (Occupational Therapy), University of Minnesota

Becky Johnson, Instructor ..... B.S. (Occupational Therapy), University of Minnesota

Linda Koch, Assistant Professor ..... M.A. (Education), Argosy University
..... B.S. (Dental Hygiene), University of Minnesota

Lynette Koehl, Assistant Professor ..... M.A. (Education), Saint Mary's University
..... A.A.S. (Dental Hygiene), Milwaukee Area Technical College

Kelly Krueger, Assistant Professor* ..... M.A. (Interdisciplinary Studies), San Diego State University
..... B.A. (Biological Anthropology), University of California—San Diego

Martina Kumar, Assistant Professor* ..... M.A. (Counseling and Psychological Services), St. Mary's University
..... B.A. (Psychology), Augsburg College

Darla Langert, Instructor* ..... B.A. (Physical Education), St. Cloud State University
..... Diploma (Dental Assisting), Herzing University (Lakeland Academy)

Amanda Loots, Instructor* ..... B.S. (Dental Hygiene), Minnesota State University—Mankato
..... A.A.S. (Dental Hygiene), Herzing University

Sonika Masih, Senior Instructor* ..... B.D.S. (Dental), BRS Dental College
..... A.A.S. (Dental Hygiene), Herzing University

Rebecca McGee, Instructor ..... M.L.I.S. (Library Science), University of St. Catherines
..... B.A. (Philosophy), Clark University

Leah Morgan, Assistant Professor* ..... M.A. (Molecular Biology), B.S. (Biology) University of Wisconsin—LaCrosse

Marsha Nelson, Senior Instructor* ..... B.S. (Dental Hygiene), University of Iowa

Steven Nguyen, Instructor* ..... A.A.S. (Dental Hygiene), Herzing University

Patricia Nicks, Senior Instructor ..... B.S. (Dental Hygiene), University of Minnesota

David Perlman, Associate Professor* ..... Ph.D. (Mathematics), University of California
..... B.A. (Mathematics), University of Minnesota

Dawne Pflughoeft, Assistant Professor* ..... D.D.S. (Dental Surgery), University of Minnesota

Angela Ree, Instructor* ..... B.S. (Healthcare Management), Herzing University
..... A.A.S. (Dental Hygiene), Herzing University

Brent Rehfuss, Assistant Professor* ..... Ph.D. (Chemistry), University of Chicago

Andrea Ruby, Assistant Professor* ..... D.D.M. (Dentistry), Tufts University
..... B.A. (Ecology and Evolutionary Biology and Anthropology), Yale University

Mary Sandy, Senior Instructor* ..... B.S. (Community Psychology), St. Cloud University
..... A.A.S. (Dental Hygiene), St. Cloud Technical College

Kelly Scheurer, Instructor* ..... A.A.S. (Dental Assisting), Herzing University

Nicole Schmitz, Associate Professor ..... D.N.P. (Nursing Practice), University of Minnesota
..... M.S. (Nursing), University of Pennsylvania

Susan Strobel, Assistant Professor* ..... M.A. (Public Health), University of Minnesota
..... B.A. (Nursing), College of St. Scholastic

Susan Sturms, Senior Instructor ..... B.S. (Healthcare Management), College of St. Catherines
..... Diploma (Dental Assisting), Herzing University (Lakeland Academy)

Wendy Tanner, Assistant Professor* ..... D.D.S. (Dental Surgery), University of Minnesota

Amy Tong, Assistant Professor ..... M.S. (Nursing), University of Minnesota

Daniel Voltz, Assistant Professor* ..... M.A., B.A. (English), St. Cloud State University

Aira Wandmacher, Assistant Professor ..... M.A. (Organizational Leadership), College of St. Catherine
..... B.S. (Nursing), University of Wisconsin—Eau Claire

Lori Winters, Assistant Professor ..... M.S. (Nursing), University of Minnesota

Christy Yoon, Assistant Professor ..... M.P.H. (Public Health), University of Central Florida
..... B.S. (Accounting), St. Cloud State University
..... A.A.S. (Dental Assisting), Herzing University

New Orleans Campus

Rachid Belmasrour, Instructor*.....Ph.D., M.S. (Mathematics), University of New Orleans
.....B.S. (Mathematics), University of Hassan II

Blanks Branick, Instructor* .....M.A. (Chemistry), Fisk University
.....B.S. (Chemistry), Lane College

Jason Cantrell, Instructor*.....J.D. (Law), Southern University
.....B.S. (Public Administration), Eastern Michigan University

Andrew Carter, Instructor* .....M.B.A. (Business Administration), University of Phoenix
.....B.S. (Information Technology), University of Phoenix

Celese Cousin, Instructor* .....M.B.A. (Business), Southeastern Louisiana University
.....B.A. (Marketing, Advertising, and Intermarketing Communications), Southeastern Louisiana University

Melissa Coyle, Instructor*.....M.F.A. (Fine Arts), Louisiana State University
.....B.A. (English), Illinois State University

Eldonne Datus, Assistant Professor.....M.P.H. (Public Health Science), Jackson State University
.....B.A. (Psychology), Belhaven College

Daniel Dembinski, Instructor*.....M.B.A. (Business), Tulane University
.....B.S. (Mathematics), Tulane University

Kervin Doyle, Professor.....J.D. (Law), Southern University
.....M.P.A. (Public Administration), Southern University
.....B.A. (Political Science), Southern University

Ladonna Eaglin, Senior Instructor.....B.S. (Marketing), University of New Orleans
.....A.S. (Allied Health), Community College of the Air Force

Sonia Gales-Cooper, Instructor .....M.S. (Psychology), Capella University
.....B.A. (Psychology), Loyola University

Lee, Jr., Gary, Instructor* .....M.P.H. (Public Health Science), Tulane University
.....B.S. (Chemistry), Tulane University

Susan Gebhardt, Associate Professor .....M.F.A. (English and Writing), University of New Orleans
.....B.A. (English), University of New Orleans

Allyne Henderson, Associate Professor .....M.D., University of Texas Medical Branch—Galveston
.....B.S. (Biology), Prairie View A&M University

Deondra Irving, Instructor* .....A.S. (Medical Office Administration), Gretna Career College

Abjellah Laamarti, Instructor*.....M.S. (Mathematics), University of New Orleans
.....B.A. (Mathematics and Computer Science), Lehman College—City University of New York

Chandra Landry, Instructor*.....M.B.A. (Healthcare Management), University of Phoenix
.....B.S. (General Studies), William Carey University
.....Diploma (Surgical Technology), Delgado Community College

Cherlyn Luna, Instructor*.....M.Ed. (Special Education/Communication), Southern University at New Orleans
.....B.S. (Speech, Language and Hearing), Southern University at New Orleans

Ronald Midkiff, Instructor*.....M.S.T. (Mathematics), University of New Orleans
.....B.A., University of New Orleans

James Murray, Jr., Instructor* .....M.S. (Developmental Education and Mathematics), Grambling State University
.....B.S. (Computer Science), Grambling State University

John Norris, Instructor*.....J.D. (Law), Tulane University
.....B.A. (International Affairs and History), University of Georgia

Anthony Oshunsanya, Instructor* .....M.D. (Medicine), University of Ilorin
.....M.S. (Public Health), Tulane University

Omaha Therapy Massage Students at Lincoln NE Sports Marathon

D'laun Oubre, Assistant Professor..... M.B.A. (Technology Management), University of Phoenix
..... B.S. (Mathematics), Southern University at New Orleans

Delores Price, Assistant Professor .....M.B.A. (Business Administration), University of Phoenix
.....B.S. (Health Administration), University of Phoenix

Said Raki, Instructor* ..... M.S. (Math and Statistics), University of New Orleans
..... B.S. (Mathematics), University of New Orleans

Kevin Reed, Assistant Professor.....M.B.A., B.S. (Technology Management), Herzing University

Gilles Salomon, Instructor* ..... B.A. (Philosophy), University of Paris LA Sorbonne
..... B.A. (Literature), College Passy-Buzenval

Kennilyn Schmill, Instructor* .....J.D. (Law), Loyola University
..... B.S. (Business Administratin), Herzing University

Jerrie Stasch-Vicari, Assistant Professor .....M.L.A. (Liberal Arts), Tulane University
.....B.S. (Architecture), Lawrence Technological University

Zaitasha Stepter, Senior Instructor ..... B.S. (Nursing), University of Memphis
.....B.S. (Psychology), University of New Orleans
.....A.S. (Allied Health), Community College of Air Force

Shantia White, Instructor* .....M.E. (Environmental Engineering), Southern University
..... B.S. (Physics), Dillard University

Garry Williams, Instructor*.....Ph.D. (Organizational Behavior), Union Institute
..... B.S. (Business Administration), Southwest University
..... A.S. (Criminal Justice), Delgado Community College

Shannon Youman, Instructor..... A.S. (Surgical Technology), Herzing University

Omaha School of Massage and Healthcare of Herzing University

Carol Carlson, Senior Instructor ..... B.S. (Nursing), Pittsburg State University

Brandi Curnyn, Assistant Professor* .....M.S. (Exercise Science), University of Nebraska—Omaha
..... B.S. (Business Administration), University of Nebraska—Omaha
..... Diploma (Massage Therapy) Universal College of Healing

Eric Ewing, Assistant Professor*..... M.A. (Business Administration), Bellevue University
..... B.S. (Workforce Education and Development), Southern Illinois University

Robert Foster, Assistant Professor*.....M.S. (Management Information Systems), Bellevue University
.....B.S. (Radiation Science Technology), University of Nebraska Medical Center

Linda Hess, Associate Professor*.....M.A. (Music), St. Joseph's College
.....B.A. (Education), College of St. Mary's
.....Diploma (Massage Therapy), Omaha School of Massage Therapy

Stephanie Kidd, Assistant Professor*..... M.A. (Theatre/Fine Arts), University of Nebraska—Omaha
.....B.A. (Theatre), B.A. (Journalism), Creighton University

Tamara Longacre, Instructor*.....B.S.Ed. (Physical Education), University of Nebraska—Omaha
.....Diploma (Massage Therapy), Omaha School of Massage Therapy

Heather Mahowald, Associate Professor*.....M.Ed. (Exercise Science), Auburn University
..... B.A. (Sociology), University of North Dakota

Lee O'Donnell, Assistant Professor*.....M.S. (Education), Southern Illinois University
..... B.S. (Education), Truman State University

Elizabeth Officer, Associate Professor*.....M.Ed. (Education), American InterContinental University
..... B.A. (Education), Augustana College
.....Diploma (Massage Therapy), Omaha School of Massage Therapy

Rebecca Ohlson, Assistant Professor* ..... M.S. (Education Administration), University of Nebraska—Lincoln
..... B.S. (Kinesiology), University of Minnesota

Jessica Rogers, Assistant Professor* .....M.A. (Theatre, Dramatic Theory/Criticism), University of Nebraska—Omaha
..... B.A. (English Literature), Connecticut College

Bradley Schmitt, Assistant Professor*.....D.C. (Chiropractic), Cleveland Chiropractic College
.....B.S. (Business Administration), University of Nebraska—Lincoln

Deborah Stogdill, Associate Professor..... M.B.A. (Business Administration), Bellevue University
.....B.S. (Business Administration and Marketing), College of St. Mary's
.....Diploma (Massage Therapy), Omaha School of Massage Therapy

Joyce Swanson, Associate Professor*.....M.S. (Guidance and Counseling), University of Nebraska—Omaha
.....M.A. (Learning Styles and Special Education), University of Northern Iowa
.....B.A. (Music Education), University of South Dakota
.....Diploma (Massage Therapy), Omaha School of Massage Therapy

Brenton Thomas, Assistant Professor*.....D.C. (Chiropractic), Parker College of Chiropractic
.....B.S. (Biochemistry, Business and Economics), University of Nebraska—Lincoln

Mandi Thompson, Assistant Professor* ..... M.S. (Acupuncture and Oriental Medicine), Arizona School of Acupuncture and Oriental Medicine) Diploma (Massage Therapy), Omaha School of Massage Therapy

Peggy Williams, Associate Professor* ..... M.S. (Elementary Education), Creighton University B.S. (Elementary Education), Dana College Diploma (Massage Therapy), Ancient Wisdom College of Healing Arts

Chelsie Wilson, Instructor* ..... B.A. (Studio Art), Hastings College Diploma (Massage Therapy), Omaha School of Massage

Tina Wilson, Senior Instructor ..... B.S. (Business Administration), Bellevue University Diploma (Massage Therapy), Omaha School of Massage

Vickie Zenor, Senior Instructor ..... B.S. (Health Arts), University of St. Francis Diploma (Massage Therapy), Omaha School of Massage Therapy

Online Campus

Amir Abdelazher, Associate Professor* ..... Ph.D., M.S. (Civil Engineering), University of Miami

Dominique Acre, Assistant Professor* ..... M.S. (Psychology), National University B.A. (Psychology), San Diego State University

Sabrina Adams, Assistant Professor* ..... M.P.H. (Public Health), Morehouse School of Medicine M.S. (Information Technology), American Intercontinental University

Richmond Adebiaye, Associate Professor* ..... D.Sc. (Information Systems and Communication), Robert Morris University M.S. (Information Systems and Technology), Lewis University

Karen Akam, Associate Professor* ..... M.S. (Mathematics), Tarleton State University B.S. (Education), University of Vermont

Nezam Al-Nsair, Associate Professor* ..... Ph.D. (Nursing Research), University of Cincinnati M.S. (Nursing), Villanova University

Gregory Allen, Associate Professor* ..... M.S., B.S. (Mathematics), University of Florida

Zarena Allen, Assistant Professor* ..... M.B.A. (Healthcare Management), Intercontinental University M.B.A. (Human Resource Management), American Intercontinental University

Kathryn Ambrozich, Associate Professor* ..... M.B.A. (Accounting), Baker College B.A. (Accounting), College of St. Francis

Nicole Amos, Assistant Professor* ..... M.B.A. (Business Administration), University of Massachusetts—Amherst B.A. (Politics and Business), Framingham State University

Amy Anderson, Associate Professor* ..... J.D. (Jurisprudence), Williamette University B.A. (Cultural and Linguistic Anthropology), Oregon State University

Margie Askins, Associate Professor* ..... M.A., B.A. (English), Western Carolina University

Cindy Atchley, Associate Professor* ..... M.B.A. (Business Administration), University of Illinois M.A. (Linguistics), University of Illinois

Pamela Audette, Assistant Professor* ..... M.B.A. (Healthcare Management), Western Governors University B.S. (Medical Technology), Northern Michigan University

Charmaine Balfour, Associate Professor* ..... D.B.A. (International Business), Argosy University M.B.A. (Business Administration), Nova Southeastern University

Alfred Basta, Professor ..... Ph.D. (Math), Alexandria University M.S. (Computer Science), Alexandria University

Nadine Basta, Associate Professor* ..... M.S. (Computer Science), Alexandria University B.S. (Special Mathematics), Alexandria University

Dalona Beckham, Associate Professor* ..... M.B.A. (Business Administration), Texas Woman's University B.S. (Health Information Management), Texas Southern University

Paula Beiser, Assistant Professor* ..... M.B.A. (Business Administration), The College of William & Mary
..... B.S. (Accounting), Christopher Newport University

Renu Belliston, Assistant Professor* ..... M.S. (Mathematics), Kanpur University
..... B.S. (Mathematics), Lucknow University

Fatima Bendada, Associate Professor ..... M.S. (International Marketing), South Bank University
..... B.S. (Marketing), L'Ecoloe De Hautes Etudes Commerciales et Informatiques

Pamela Bermender, Assistant Professor ..... M.A., B.A. (Philosophy), Franciscan University of Steubenville

Peggy Bloomer, Associate Professor* ..... M.A. (English), Southern Connecticut State University
..... B.A. (English), Fairleigh Dickenson University

Richard Blumenstein, Assistant Professor* ..... M.S. (Education), University of Phoenix
..... B.F.A. (Media Art and Animation), Illinois Institute of Art

Jonathan Boarini, Assistant Professor* ..... M.A. (Graphic Design), Miami International University of Art and Design
..... B.A. (Industrial Design), University of Rafael Landivar

Rebecca Bonefas, Assistant Professor* ..... M.A. (Health and Human Management), St. Mary's University of Minnesota
..... B.S. (Clinical Laboratory Science), University of Iowa

Mary Bonine, Associate Professor* ..... M.S. (Biological Sciences), University of Nevada—Las Vegas
..... B.A. (Botany), University of Iowa

Tykeysha Boone, Associate Professor* ..... M.P.H. (Public Health), B.S. (Psychology), University of Alabama—Birmingham

Stacey Bottone, Associate Professor* ..... M.B.A. (Management), Salve Ragina University
..... B.S. (Business Administration), Charter Oak State College

David Bouvin, Associate Professor* ..... D.B.A., M.B.A. (Business Administration), Argosy University

Russell Brown, Associate Professor* ..... M.S. (Criminal Justice), Florida Metropolitan University
..... B.S. (Business and Management), University of Phoenix

Tasha Brown, Associate Professor* ..... M.A., B.S. (Sociology), Sam Houston State University

Patricia Cadena, Professor* ..... M.Ed. (Training and Performance Improvement), Capella University
..... B.A. (Spanish and Latin American Studies), University of Wisconsin

James Carmichael, Assistant Professor* ..... M.S., B.S. (Electrical Engineering), University of Louisville

Susan Cashwell, Associate Professor* ..... Ph.D. (Social Work), Florida State University
..... M.S.W. (Social Work), Florida State University

Rosa Cassell, Assistant Professor* ..... M.S.A. (Human Resource Administration), Central Michigan University
..... B.I.S. (Interdisciplinary Studies), Virginia State University

Peter Cassidy, Associate Professor* ..... M.A. (English), University of Colorado
..... B.A. (English), Colorado State University

Danielle Castro, Associate Professor* ..... M.S. (Community Counseling), Mount Mary College
..... B.S. (Psychology and Adult Education), Alverno College

Natasha Cauley, Associate Professor* ..... M.S. (Public Health), University of Alabama—Birmingham
..... B.S. (Health Information Management), University of Alabama—Birmingham

Kim Raquel Chapman, Assistant Professor* ..... M.S. (Project Management), M.S. (Criminal Justice), University of Wisconsin—Platteville

Adriana Cintron, Associate Professor* ..... M.S.W. (Social Work), University of Illinois
..... B.A. (Fiction Writing Fine Art), Columbia College

Kristin Colangelo, Associate Professor* ..... D.C. (Chiropractic), Logan College of Chiropractic
..... B.S. (Human Biology), Logan College of Chiropractic

Travis Coldwell, Professor* ..... D.Mgt. (Security Management), University of Maryland University College
..... M.S. (Criminal Justice), Boston University
..... B.S. (Criminal Justice), Park University

Jennifer Collins, Associate Professor* ..... Ph.D. (English), University of Wisconsin—Milwaukee
..... M.A. (Creative Writing), University of Wisconsin—Milwaukee

Sherri Compton, Associate Professor* ..... M.A. (Counseling and Psychology), Adler Graduate School
..... B.A. (Psychology and Art), Metropolitan State University

Erin Conrad, Associate Professor* ..... M.S. (Political Science), Universidad Centroamericana "José Simeon Canas"
..... B.A. (Anthropology), Grinnell College

Patricia Cunningham, Associate Professor* ..... M.A. (Health Services Management), Webster University
..... M.A. (Procurement and Acquisitions), Webster University

Phillip Curran, Associate Professor* ..... M.S. (Educational Psychology), University of Wisconsin—Milwaukee
..... B.A. (Psychology), University of Wisconsin—Milwaukee

Crystal Curry, Assistant Professor* ..... M.A. (English), University of Iowa
..... B.A. (Journalism and Political Science), University of Illinois

Imam Dabaja, Associate Professor* ..... M.S. (Software Engineering), B.S. (Computer Science), University of Michigan—Dearborn

Amy Darden, Associate Professor* ..... M.B.A. (Business Administration), Touro University International
..... B.S. (Organizational Management), Bethel College

Carley Davidson, Associate Professor* ..... M.S. (Plant Developmental Biology), University of Delaware
..... B.S. (Biology), Gannon University

Joe Davies, Associate Professor* ..... M.A. (History), University of Wisconsin—Milwaukee
..... M.A. (Library and Information Science), University of Wisconsin—Milwaukee

Christopher Davis, Associate Professor* ..... M.S. (Criminal Justice), Eastern Kentucky
..... B.S. (Criminal Justice), University of Maryland

Paul Delpo, Associate Professor* ..... M.A. (Mathematics), Villanova University
..... M.A. (Education), Cabrini College

Linda Des Jardines, Associate Professor* ..... Ph.D. (Sociology), M.S. (Statistics), University of Georgia

Susan Devoe, Assistant Professor* ..... M.A. (Communication), University of Northern Colorado
..... M.A. (Education), University of Texas—San Antonio

Kurt Diesch, Professor* ..... Ph.D., M.S. (Industrial Engineering), Iowa State University

Eileen Domerchie, Associate Professor* ..... M.B.A. (Business and Human Resource Management), Southern California University
..... M.A. (Psychology and Counseling), John F. Kennedy University

Paul Dworschackkinter-Kinter, Associate Professor* ..... Ph.D. (English and Creative Writing), University of Wisconsin—Milwaukee

Elvia Earley, Professor* ..... Ph.D. (Education), Capella University
..... M.S. (Computer Information Systems), B.S. (Business Management), University of Phoenix

Maria Echevarria, Assistant Professor* ..... M.B.A. (Business Administration), University of Phoenix
..... B.B.A. (Accounting), University of Puerto Rico

Vilma Edginton, Professor* ..... Ph.D. (Economics and Politics), Claremont Graduate University
..... M.B.A. (Finance), Wayne State Universtiy

Anne Erickson, Professor* ..... Ph.D. (English), M.A. (English Literature), Purdue University

Stephanie Evenson, Associate Professor* ..... D.V.M. (Veterinary Medicine), M.S. (Public Health), University of Wisconsin—Madison

Eric Everson, Associate Professor* ..... M.S. (Information Technology), University of Maryland
..... B.S. (Marketing Management), University of Nebraska

Russell Fail, Associate Professor* ..... Ph.D. (Organization and Management), Capella University
..... M.D.I.V. (Divinity), New Orleans Baptist Theological Seminary

Heather Fenton, Assistant Professor* ..... M.S. (Education), University of Central Oklahoma
..... B.S.N. (Nursing), Northeastern Oklahoma State University

George Fisher, Assistant Professor ..... M.B.A. (Business Administration), DeVry University
..... B.S. (Health Information Management), Texas Southern University

Maryln Fisher, Professor* ..... Ph.D. (Organization and Management), Capella University
..... M.S. (Taxation), The American University

James Fleming, Associate Professor* ..... M.A. (English), University of Florida
..... B.A. (English), Suffolk University

Meredith Galloway, Assistant Professor ..... B.B.A. (Marketing), University of Wisconsin—Milwaukee

Michelle Garrelts, Assistant Professor* ..... M.A. (Education), Argosy University
..... B.F.A. (Multimedia Communication), Illinois Institute of Art

Eric Genden, Associate Professor* ..... Ph.D. (Public Safety), Capella University
..... M.C.J. (Criminal Justice), Boston University

Stephanie Gerschke, Assistant Professor ..... M.S. (Educational Psychology), University of Wisconsin—Milwaukee
..... B.S. (Psychology), Marquette University

Regina Glenn, Associate Professor ..... Ph.D. (Education), M.S. (Education) Capella University

Anne Gloag, Associate Professor* ..... Ph.D. (Applied Management), Northwestern University
..... B.S. (Applied Mathematics), Old Dominion University

Roger Goodman, Associate Professor* ..... M.S. (Information Systems), Strayer University
..... B.S. (Organizational Leadership), Union University

Eliza Gordner, Associate Professor* ..... J.D. (Law), B.S. (Secondary English), Indiana University

Denise Greaves, Professor ..... J.D. (Law), University of D.C.
..... M.B.A. (Human Resource Management), University of Phoenix

Michelle Gricar, Associate Professor* ..... M.S. (Nursing), University of Wisconsin—Milwaukee
..... B.S. (Nursing), Alverno College

Stephenie Haenicke, Assistant Professor* ..... M.A. (English), Loyola University
..... B.A. (English), University of Notre Dame

Sally Haith-Glenn, Assistant Professor* ..... M.B.A. (Business Administration/Healthcare Management), Colorado Technical University
..... B.A. (Business Administration), Colorado Technical University

Loretta Hamilton, Associate Professor ..... M.S. (Natural Health), Clayton College
..... B.S. (Health Management), Anthem College

Larry Hansen, Assistant Professor* ..... M.Ed. (Educational Leadership), M.A. (Counseling), Northern Arizona University

Andrea Hanstedt, Assistant Professor ..... M.A. (Counseling—Higher Education Emphasis), Lakeland College
..... B.S. (Middle Childhood/Early Adolescence Education), University of Wisconsin—LaCrosse

Tanweer Haroon, Associate Professor* ..... M.S. (Systems Science), Louisiana State University
..... B.S. (Electrical Engineering), J.M.I. University

Ashley Harper, Associate Professor* ..... M.S. (Accounting), Louisiana State University
..... B.S. (Accounting), South Eastern Louisiana University

Jeffrey Harper, Associate Professor* ..... M.S. (General Administration), B.S. (Criminal Justice), Central Michigan University

Jillian Harrington, Associate Professor* ..... M.S. (Health System Administration), Rochester Institute of Technology
..... B.S. (Healthcare Administration), Empire State College

Christine Hazemy, Associate Professor* ..... M.S. (General Administration), Central Michigan University
..... B.S. (Marketing and Advertising), Central Michigan University

Jennifer Helfrich, Assistant Professor ..... M.S. (Management), Oakland City University
..... B.S. (Psychology), University of Southern Indiana

Kermelle Hensley, Associate Professor* ..... M.S. (Human Resource Management), Troy State University
..... B.A. (English), Columbus College

Christine Hilger, Associate Professor* ..... M.A. (Arts and Humanities), B.A. (Literary Studies), University of Texas—Dallas

Toni Hoffa, Associate Professor* ..... M.B.A. (Business Administration), Hamline University
..... B.A. (Sociology), University of Wisconsin—Madison

Valerie Holloway, Associate Professor* ..... M.S. (Computer Science), University of Phoenix
..... B.S. (Computer Information Systems), DeVry University

Charles Holsey, Professor* ..... Ph.D. (Immunology and Microbiology), Medical College of Georgia
..... M.D. (Medicine), Meharry Medical College

Angela Howard, Assistant Professor ..... M.A. (Professional Clinical-Counseling Psychology), LaSalle University
..... B.S. (Psychology), Xavier University of Louisiana

Tara Huss, Assistant Professor ..... M.Ed. (Education Policy and Leadership), Marquette University
..... B.S. (Human Services), University of Wisconsin—Oshkosh

Dave Hyatt, Associate Professor* ..... M.A. (Education), Viterbro University
..... B.S. (Math Education), University of Wisconsin—Parkside

Deborah Hyatt, Associate Professor* ..... M.S. (Social Work), University of Wisconsin—Milwaukee
..... B.A. (Social Welfare), University of Wisconsin—Madison

Katherine Hyatt, Professor* ..... D.B.A., M.B.A. (Business Administration), Nova Southeastern University

Johnny Jackson, Associate Professor ..... M.B.A. (Business Administration), Keller Graduate School of Management
..... M.B.A. (Human Resource Management), Keller Graduate School of Management
..... B.S. (Business Administration), Devry University

Mike James, Associate Professor* ..... M.A. (Accounting and Financial Management), DeVry University
..... M.B.A. (Business Administration), University of Central Missouri

Ben Jedd, Associate Professor* ..... M.A. (Communications and Liberal Arts), B.S. (Communication), Ball State University

Sarah Jedd, Associate Professor* ..... Ph.D. (Communication Arts), University of Wisconsin—Madison
..... M.A. (Communication), Miami University of Ohio

Patricia Jenkins, Professor* ..... Ph.D. (Nursing), University of Tennessee
..... M.B.A. (Business), Tulane University

Wendyanne Jex, Associate Professor ..... Ph.D. (Business Administration), Northcentral University
..... M.P.A. (Health Services), University of Utah

Charles Johnson, Associate Professor ..... M.S. (Quality Assurance), California State University—Dominquez Hills
..... B.S. (Business), Upper Iowa University

Charlotte Johnson, Professor* ..... Ph.D. (Psychology and Counseling), Capella University
..... M.A. (Counseling and Developmental Disabilities), St. Mary's University

April Jones, Associate Professor* ..... M.S. (Public Administration and Management), Troy University
..... B.S. (Business Administration), Alabama State University

Brian Jones, Assistant Professor* ..... M.S. (Human Resource Services), Widener University
..... B.S. (Hotel and Restaurant Management), Widener University

Shanna Jones, Associate Professor* ..... M.P.H. (Public Administration and Health Services), Columbus State University
..... B.S. (Health Information Management), Florida Agricultural and Mechanical University

Beth Kane, Associate Professor* ..... M.B.A. (Finance), Kellstadt School of Business
..... B.S. (Accounting), DePaul University

Edmund Keim, Assistant Professor* ..... M.B.A. (Industrial Management), Baker College
..... B.S. (Human Development), Hope International University

Pamela Kimbrough, Associate Professor* ..... M.S. (Mathematics), Texas A&M University
..... M.S. (Chemistry), University of California—Irvine

Amy Kistner, Associate Professor* ..... M.S. (Psychology), University of Wisconsin—Milwaukee
..... B.S. (Psychology), Carroll College

Michelle Knighton, Associate Professor* ..... M.B.A. (Clinical Information Systems), Stephens College
..... B.S. (Health Information Management), Indiana University

Marta Kramer, Assistant Professor* ..... M.B.A. (Healthcare Management), Herzing University
..... B.S. (Business), Western Illinois University

Amber Krasny, Associate Professor* ..... M.B.A. (Leadership), B.S. (Business and Healthcare Management), Walden University

Stacie Kreinbrink, Assistant Professor*.....M.B.A. (Business Administration), University of Toledo
..... B.S. (Health Information Management), University of Toledo

Yongxia Kuang, Associate Professor* .....M.S. (Applied Mathematics), University of Colorado
..... M.A. (Economics), University of Colorado

Paul Labine, Associate Professor*.....M.S. (Mathematical Sciences), Michigan Technological University
..... B.S. (Mathematics and Actuarial Science), Michigan Technological University

Jacqueline Lafleur, Associate Professor* ..... M.B.A. (Business Administration), Texas Woman's University
.....B.S. (Health Information Management), Texas Woman's University

Jennifer Lame, Associate Professor*..... M.S. (Public Health), B.S. (Health Education), Idaho State University

Kimberly Langer, Associate Professor* ..... M.A. (Health Information Management), College of Saint Scholastica
..... B.S. (Health Sciences and Community Health), Minnesota State University

Tracye Laun, Assistant Professor*.....M.S. (Education), University of Kansas
..... B.A. (English Education), Wahburn University

Hildalyn Lawal, Associate Professor* ..... M.S. (Information Technology), American Intercontinental University
..... B.S. (Business Management and Economics), State University of New York

Justin Lawrence, Professor*..... J.D. (Law), M.B.A. (Business), Texas Tech University

Ewa Lazowska, Assistant Professor*.....M.A. (Linguistics), B.A. (English), University of Illinois at Chicago

Susan Lee, Professor*.....M.Ed. (Reading and Literacy), Concordia University
..... B.S. (Biology), University of Houston

Elizabeth Legault, Assistant Professor*.....M.Ed. (Elementary Education), B.S. (Education), Salem State University

Bram Lewis, Associate Professor*..... M.S. (Education), California State University
..... B.S. (Vocational Education), Sacremento State

Timothy Lo, Associate Professor*..... Ph.D., M.S. (Mathematics), Lehigh University

Erin Lopez, Assistant Professor*..... M.S. (Instructional Design/Education), Northern Illinois University
..... B.A. (TV Production), Columbia College

Denise Lorge, Associate Professor*.....M.A. (Counseling), Lakeland College
..... B.S. (Psychology), University of Wisconsin—Parkside

Eryn Lukic, Associate Professor*.....M.B.A. (Business Administration), Cardinal Stritch University
..... B.S. (Healthcare Administration), University of Wisconsin—Milwaukee

Adeana Lupton, Associate Professor* .....M.S. (Organizational Development), University of the Incarnate Word
.....B.A. (Human Resources), University of the Incarnate Word

Mary Lutfy, Associate Professor* .....M.F.A. (Marketing), Baker College
..... B.F.A. (Graphic Design), University of Michigan

Robin Lyons, Assistant Professor*..... M.S., B.S. (English), University of Southern Mississippi

Valerie Maciejewski, Assistant Professor*.....M.A. (Adult Education and Training), University of Phoenix
..... B.S. (Advanced Professional Mathematics), Middle Tennessee State University

Don Macon, Associate Professor*..... Ph.D. (Humanities), North Central University
.....M.A. (History), American Public University System

Michael Malmstrom, Associate Professor*.....M.S. (Public Administration), University of Nebraska—Omaha
.....B.A. (Criminal Justice), University of Nebraska

Timothy Manzke, Associate Professor*.....Ph.D. (Leadership, Advancement/Learning and Service), Cardinal Stritch University
..... M.S. (Administrative Leadership and Supervision in Education), University of Wisconsin—Milwaukee

Kevin Marshall, Associate Professor*.....M.H. (Healthcare Administration), University of South Carolina
..... B.S. (Management), Clemson University

Michele Martin, Associate Professor*.....M.S. (Educational School Counseling), B.A. (Sociology), Gwynedd-Mercy College

Kristina Maynard, Assistant Professor.....M.S. (Counseling—Higher Education Emphasis), University of Wisconsin—Whitewater
..... B.S. (Business Education), University of Wisconsin—Whitewater

Cory McBee, Associate Professor* ..... M.F.A. (Graphic Design), Savannah College of Art and Design
..... B.A. (Drawing and Painting), College of Charleston

Jacqueline McCallum, Assistant Professor* ..... M.B.A. (Human Resource Management), University of Phoenix
..... B.S. (Business Management), University of Phoenix

Jack McCoy, Associate Professor* ..... M.S., B.S. (Criminal Justice), Troy University

Lori McLaughlin-Howell, Associate Professor* ..... M.S. (Human Resources), North Carolina A&T State University
..... B.S. (Business Administration), North Carolina A&T State University

Kent McLeod, Associate Professor* ..... D.C. (Chiropractic), Palmer College of Chiropractic
..... B.S. (Biology), University of Glelph

Tina McLeod, Professor* ..... D.C. (Chiropractic), Palmer College of Chiropractic
..... B.S. (Health Education), University of Wisconsin—Whitewater

Jessica Merten, Assistant Professor* ..... M.S. (Industrial Organizational Psychology), St. Cloud State University
..... B.A. (English and Behavioral Science), Columbia College

Thomas Meyer, Associate Professor ..... M.A. (Public Administration), B.S. (Criminology), University of New Mexico

Kirsten Meymaris, Associate Professor* ..... M.S. (Applied Math), Colorado State University
..... B.S. (Mathematics), University of Minnesota

Chastity Miller, Professor* ..... Ed.D. (Education), Argosy University
..... M.S. (Criminal Justice), South University

Erica Moore, Associate Professor* ..... M.B.A. (Business Administration), Augusta State University
..... B.S. (Health Information Management), Augusta State University

Georgia Moore, Professor* ..... Ph.D. (General Education), Capella University
..... M.S. (Nursing), Bellarmine University

Mariah Morris, Assistant Professor* ..... M.S. (Nursing), University of Central Florida
..... B.S. (Nursing), Florida State University

Todd Mueller, Professor ..... D.C. (Chiropractic), Logan College of Chiropractic
..... B.S. (Biology), University of Wisconsin—Stevens Point

Matasha Murrell-Jones, Professor* ..... D.Mgt. (Organizational Leadership), University of Phoenix
..... M.B.A. (International Business), Temple University

Elisabeth Musil, Associate Professor* ..... M.S. (Information Technology), American Intercontinental University
..... M.A. (Organizational Management), Antioch University

Kristina Nelson, Professor* ..... D.Ed. (Education Technology Management), North Central University
..... M.S. (Psychology), California Coast University

Kim Neuwirth, Assistant Professor ..... M.S. (Educational Psychology—Community Counseling), University of Wisconsin—Milwaukee
..... B.S. (Psychology), University of Wisconsin—Milwaukee

Jaynelle Nixon, Associate Professor* ..... M.A. (Liberal Arts), Baker University
..... B.A. (English), Rockhurst University

Caryn Oberman, Associate Professor* ..... M.S. (Physical Therapy), Emory University
..... B.A. (Sociology), University of California

Sarah Olson, Assistant Professor* ..... M.S. (Health Administration), University of Phoenix
..... B.S. (Biology), Colorado State University

Mary Orcutt, Associate Professor* ..... J.D. (Law), Western New England College
..... B.A. (General Business Studies), Eastern Connecticut University

Bryan Orr, Associate Professor* ..... M.S. (Information Systems Management), University of Phoenix
..... B.S. (Atmospheric Sciences), University of North Carolina

Katherine Oscarson, Associate Professor* ..... M.B.A (Business Administration), Herzing University
..... B.A. (Communications—Theatre Arts), Marquette University

Jane Paglino, Associate Professor* ..... J.D. (Law), St. Thomas University School of Law
..... B.S. (Business), University of Florida

Althea Parker-Artis, Associate Professor* ..... M.A. (Pupil Personal Services), Azusa Pacific University
..... B.S. (Business Administration), University of Laverne

Pamela Parkinson, Associate Professor* ..... J.D. (Law), University of Utah
..... B.S. (U.S. History and American Government Political Science), Webber State University

Elyse Parks, Assistant Professor* ..... M.S. (Education School Counseling), Concordia University
..... B.A. (Psychology—Child and Family Studies Minor), University of Wisconsin—Stevens Point

Daniel Parrell, Associate Professor* ..... Ph.D. (Applied Management and Decision Science), Walden University
..... M.S. (Computer Information Systems), University of Phoenix

Theresa Pavone, Professor* ..... Ph.D. (Industrial and Organizational Psychology), Capella University
..... M.A. (Organizational Management), University of Phoenix

Monica Phillis, Associate Professor* ..... M.S. (Accounting and Financial Management), DeVry University
..... B.S. (Accounting), North Carolina Wesleyan College

Justin Pickering, Associate Professor* ..... M.S. (Accounting), B.S. (Business Accounting), Liberty University

Mischelle Pittman Henry, Associate Professor* ..... M.B.A., (Healthcare Management), Davenport University
..... B.S. (Business Administration and Computer Science), Strayer University

Sheri Putnam, Associate Professor* ..... M.B.A. (Administration), Holy Family University
..... B.A. (Journalism), Rider University

Richard Rava, Associate Professor* ..... M.S. (Vocational Education), York Institute of Technology
..... B.A. (Computer Science), Potsdam College

Wanda Register, Associate Professor* ..... M.B.A. (General Management), Keller School of Management
..... B.S. (Health Information Management), Florida A&M University

John Reid, Jr., Assistant Professor ..... M.S. (Graduate and Professional Counseling), Concordia University

Erika Reyes, Associate Professor* ..... M.B.A. (Business Administration), Ottawa University
..... B.A. (Business Management and Computer Studies), Alverno College

Kathleen Richards, Assistant Professor* ..... M.A. (Education), B.S. (Health Sciences), Trident University International

Sarah Robertson, Assistant Professor* ..... M.S.C. (Criminology), Indiana State University
..... B.S. (Criminology), Indiana State University

Timothy Robinson, Associate Professor* ..... M.B.A. (Business Administration), Keller Graduate School of Management
..... B.S. (Information Technology), DeVry Institute of Technology

James Rolfes, Professor* ..... J.D. (Law), Loyola University
..... M.S. (Business Administration), Tulane University

Ronald Rosalik, Associate Professor* ..... M.B.A. (Marketing), Eastern Michigan University
..... B.S., A.S. (Business Administration), Wayne State University

Alan Rossi, Associate Professor ..... M.A. (Adult Education and Distance Learning), University of Phoenix
..... B.A. (Art), Buffalo State University of New York

Andrew Rule, Assistant Professor ..... M.A. (Criminal Justice), American Military University
..... M.B.A. (Business Administration), Indiana Wesleyan

Shelley Safian, Professor* ..... Ph.D. (Human Services), Capella University
..... M.A. (Organizational Management), University of Phoenix
..... Graduate Certificate (Health Services Management), Keller Graduate School of Management

Jeanne Sands, Associate Professor* ..... M.B.A. (Business Administration), University of Wisconsin—LaCrosse
..... B.S. (Management Information Systems), University of Wisconsin—LaCrosse

Thomas Schaefer, Professor* ..... D.B.A. (Management), Argosy University
..... M.B.A. (International Trade), University of Sarasota

Ann Schwalboski, Associate Professor* ..... M.F.A. (Creative Writing), Emerson College
..... M.A. (Mass Communication), Bowling Green University

Charlotte Scott, Associate Professor* ..... M.S. (Management and Organizational Behavior), Silver Lake College
..... B.S. (Computer Science), State University of New York

Aaron Sears, Assistant Professor* ..... M.S. (Criminal Justice), Kaplan University
..... B.S. (Criminal Justice and Criminology), Ball State University

Matthew Sedlar, Assistant Professor ..... B.S. (Community Education), University of Wisconsin—Milwaukee

Dan Shapiro, Associate Professor* ..... M.F.A. (Creative Writing), University of Montana
..... B.A. (English Writing), University of Pittsburgh

Robert Shoffner, Associate Professor* ..... M.S. (Information Technology), American Intercontinental University
..... M.S. (Correctional Counseling and Management), Chicago State University

Kara Silvers, Associate Professor* ..... M.S., B.S. (Education), Auburn University

Stephen Simmons, Professor* ..... Ph.D. (Information Technology), Capella University
..... M.B.A. (Business Administration), Florida Metropolitan University

Laura Sipple, Associate Professor* ..... Ed.S. (Teaching and Learning), M.A. (Communication), Liberty University

Ashley Skog, Assistant Professor ..... B.A. (Media Studies), Judson University

Aileen Smith, Associate Professor* ..... M.B.A. (Marketing), B.S. (Molecular Genetics), University of Toledo

Alberta Smith, Assistant Professor ..... M.S. (Training and Development—Health Administration), University of St. Francis
..... B.S. (Healthcare Management), Sanford-Brown College

Rebecca Stahl, Professor* ..... M.D. (Medicine), University of Wisconsin—Madison
..... B.S. (Biology, Criminal Justice and Political Science), University of Wisconsin—Madison

Dianne Stallman, Assistant Professor* ..... M.S. (Computer and Information Science), Nova Southeastern University
..... B.S. (Business Administration), Albright College

Marie Stangl, Associate Professor* ..... M.B.A. (Medical Group Management), University of St. Thomas
..... B.A. (Health Information Management), College of St. Scholastica

Kenneth Steeg, Associate Professor* ..... M.S. (Public Affairs), B.S. (General Studies), Indiana University

David Steele, Professor* ..... J.D. (Law), Florida Coastal School of Law
..... B.A. (Political Science), Indiana University

Alana Stevens, Assistant Professor ..... M.A. (Career and Technical Education), University of Central Florida
..... B.S. (Biology and Chemistry), College of Mount St. Joseph

Alexander Stoltz, Associate Professor* ..... M.S. (Manufacturing Systems Engineering), University of Wisconsin
..... B.S. (Manufacturing Engineering Technology), Milwaukee School of Engineering

Kamille Stone-Stanton, Associate Professor* ..... Ph.D. (English), University of Leeds
..... M.A. (English), Renaissance to Enlightenment

Dawn Strauss-Berta, Professor* ..... D.C. (Chiropractic), Palmer College of Chiropractic
..... B.A. (Music Education), Jersey City State College

Kathy Stricklin, Associate Professor* ..... M.B.A. (Executive Management), Ashland University
..... B.S. (Marketing, Sales and Business), Ashland University

George Strohm, Professor* ..... M.Ed. (Guidance and Counseling), Eastern Illinois University
..... B.A. (General Studies), Eastern Illinois University

Tara Sullivan, Assistant Professor* ..... M.S. (Human Movement), A.T. Still University
..... B.S. (Exercise and Sport Science), Oregon State University

Traci SuSong, Assistant Professor* ..... M.A. (Business Administration), University of Findlay
..... B.A. (Healthcare Administration), Ursuline College

Felicia Taylor, Professor* ..... Ph.D. (Curriculum and Instruction), M.S. (Mathematics Education), University of Florida

Shelley Thomas, Assistant Professor* ..... M.B.A. (Business), Tulane University
..... B.S. (Business Administration), Xavier University

Vladimir Thomas, Associate Professor* ..... M.H.A. (Health Administration), University of Phoenix
..... B.S. (Individual Studies), Eastern Michigan University

Sharion Thompson, Assistant Professor* ..... M.H.A. (Health Administration), University of Phoenix
..... B.S. (Individual Studies), Eastern Michigan University

Gale Tolan, Associate Professor* ..... M.S. (Administration), Central Michigan University
..... B.A. (Criminology), Saint Leo University

Todd Truax, Assistant Professor* ..... M.B.A. (Business Administration), University of Iowa
..... B.S. (Business Administration), University of Northern Iowa

Sandro Tuccinardi, Assistant Professor* ..... M.S. (Information Technology), Dalhousie University
..... B.S. (Criminology), University of Iowa

Michelle Van Wert Kosalka, Associate Professor ..... M.A. (English), B.A. (English and Psychology), University of Northern Iowa

Debra Vance, Associate Professor* ..... M.S. (Public Health), Suffolk University

Shahrokh (Charles) Vaziri, Associate Professor* ..... M.S., B.S. (Mathematical Sciences), Virginia Commonwealth University

Kate Vega, Associate Professor* ..... M.A. (Linguistics), University of South Carolina
..... M.A. (Medieval Studies), Western Michigan University

William Vitalec, Assistant Professor* ..... M.S. (Information Technology), Capella University
..... B.S. (Information Systems Security), Westwood College

Greg Walsko, Associate Professor* ..... M.A. (Mass Communication), University of Wisconsin—Milwaukee
..... BF.A. (Film Studies), University of Wisconsin—Milwaukee

Edward Walstead, Associate Professor ..... M.A. (Education), Edgewood College
..... B.S. (Business Management), Upper Iowa University
..... A.S. (Electronics), Wisconsin School of Electronics

Eunice Warren, Associate Professor* ..... Ph.D. (Family Relations), Florida State University
..... M.S. (Community Health Nursing), Indiana Wesleyan University

Stephen Webber, Associate Professor* ..... M.F.A. (Creative Writing), New Mexico State University
..... B.A. (English), Oklahoma State University

Penny Wells, Assistant Professor* ..... M.A. (Education), B.S. (Medical Records Administration), Western Carolina University

Robert Whale, Associate Professor* ..... M.S. (Computer Science), Brigham Young University
..... M.B.A. (Business), Loyola University

Janice Whittaker, Associate Professor* ..... M.B.A. (Accounting), B.B.A. (Health Administration), Davenport University

Teresa Williams, Associate Professor* ..... M.S. (Technical and Professional Communication), Southern Polytechnic State University
..... B.A. (Communication), Mercer University

Dawn Wilson, Associate Professor* ..... D.C. (Chiropractic), Logan College of Chiropractic
..... B.S. (Biology), Life University

Natasha Wilson, Associate Professor* ..... D.C. (Chiropractic), Life University
..... M.A. (Rehabilitation Counseling), South Carolina State University

Kelly Witter, Associate Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Indiana University

Dorothy Wright, Professor* ..... D.C. (Chiropractic), Life Chiropractic College
..... B.S. (Business Education), Tennessee State University

Ray Wright, Associate Professor* ..... M.S. (Computer and Information Systems), University of Detroit—Mercy
..... B.S. (Engineering), University of Michigan

Hong Zhao, Associate Professor* ..... M.S. (Accountacy), California State University—Los Angeles
..... M.S. (Management), Harbin University

Stephanie Zylka, Assistant Professor ..... M.S. (Counseling), Mount Mary University
..... B.S. (Psychology and Human Development), University of Wisconsin—Green Bay

Orlando Campus

Jacqueline Alvarez, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Saint Francis University

Sheilena Bryant-Dingle, Assistant Professor ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Medical College of Georgia

Margaret Burns, Assistant Professor ..... M.S., B.S. (Nursing), University of South Alabama

Jamie Carter, Assistant Professor* ..... M.S. (Nursing), Nova Southeastern University
..... B.S. (Nursing), Florida Agricultural and Mechanical University

Hope Conway-Champion, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), St. Petersburg College

Alice Cruz, Associate Professor ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Florida Southern College

Joshua Dodge, Assistant Professor ..... M.S., B.S. (Mathematics), University of Central Florida

Yahia Fawzi, Associate Professor ..... M.A. (Information Technology), Webster University
..... B.S. (Electrical Engineering), University of Technology—Baghdad

Wendy Garcia-McLeod, Assistant Professor ..... M.B.A. (Business Administration and Healthcare Management), University of Phoenix
..... B.S. (Nursing), University of Phoenix

Maria Gonzalez, Assistant Professor* ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), Puerto Rico University

Richard Green, Assistant Professor* ..... M.S. (English), National University
..... M.S. (Education), Florida State University

Barbara Gross, Associate Professor ..... D.N.P. (Nursing), University of Alabama
..... M.S. (Nursing), Florida Atlantic University

Lori Guiseppi, Associate Professor ..... M.S. (English), University of Kentucky
..... B.S. (English), Fisk University

Faith Hutton, Assistant Professor* ..... B.S. (Radiologic Sciences), Florida Hospital of College and Health Sciences

Michael Inzirillo, Associate Professor ..... M.S.N. (Nursing Education), University of Phoenix
..... B.S. (Nursing), Florida Southern College

Monica Krogmann, Assistant Professor ..... M.S. (Physical Education), University of Central Florida
..... B.S.P.T. (Physical Therapy), University of Florida

Theresa Kyle, Associate Professor ..... M.S. (Nursing), Emory University
..... B.S. (Nursing), University of North Carolina

Jerrine May, Associate Professor ..... B.S. (Radiologic Technology), Florida Hospital College of Health Sciences

James Metcalf, Assistant Professor ..... M.S. (Nursing), University of Phoenix
..... B.S. (Nursing), University of Detroit—Mercy

Dacia Milescu, Associate Professor ..... D.O. (Podiatry), New York College of Podiatric Medicine
..... B.S. (Biology), Hofstra University

Sarah Neel, Assistant Professor* ..... M.S. (Biotechnology), University of Central Florida
..... B.S. (Biology), Georgia Tech

Lee Newball, Associate Professor* ..... M.S., B.S. (Nursing), University of Phoenix

Ruth Pandolph, Assistant Professor ..... B.S.P.T. (Physical Therapy), Florida International University
..... A.S. (Physical Therapy Assistant), Miami Dade Community College

Melissa Radecki, Assistant Professor ..... M.S., B.S. (Nursing), University of Central Florida

Pamela Rodriguez, Assistant Professor ..... M.S. (Nursing), Western Governors University
..... B.S. (Nursing), Barry University

Lynn Scussel, Assistant Professor*.....M.S. (Nursing), Quinnipiac University
.....B.S. (Nursing), American International College

Becky Sellers, Instructor.....A.S. (Radiology), Brevard Community College

Roy Shaff, Academic Dean, Associate Professor .....M.S. (Philosophy), Princeton Theological Seminary
.....M.S. (Theology), Fuller Theological Seminary
.....B.A. (Biblical Literature), Southeastern University

Deborah Stevenson, Assistant Professor .....M.S. (Nursing), Clarkson College
.....B.S. (Nursing), University of Maryland—Baltimore

Vijaya Telu, Assistant Professor*.....M.S. (Nursing), Vishakhapatnam College of Nursing
.....B.S. (Nursing), Hyderabad College of Nursing

Cynthia Terrell, Assistant Professor .....M.S. (Nursing), University of Phoenix
.....B.S. (Nursing), Southern College SDA

Sylvia Torres-Thomas, Assistant Professor* .....M.S. (Nursing), University of Central Florida
.....B.S. (Nursing), Andrews University

Amy Vernon, Associate Professor.....M.S.P.T. (Physical Therapy), Southwest Texas State University
.....B.S. (Family and Consumer Science), Baylor University

Maria Wallace, Associate Professor.....M.S. (Nursing), University of Puerto Rico
.....B.S. (Nursing), Virginia Commonwealth University

William Young, III, Assistant Professor.....B.S. (Physical Therapy), University of Central Florida

Lara Zerkowski, Assistant Professor*.....M.S. (Ecology), Pennsylvania State University
.....B.S. (Science), Albright College

Toledo Campus

Deborah Anderson, Assistant Professor*.....M.B.A. (Business Administration), B.A. (Accounting), Defiance College
.....A.S. (Accounting), Northwest Stat Community College

Mustafa Bourawi, Assistant Professor*.....M.S. (Math), M.S. (Electrical Engineering), Ohio University

Marc Delph, Assistant Professor.....M.A. (English), Bowling Green State University
.....B.A. (Journalism), Bowling Green State University

Stacey Deshetler, Assistant Professor*.....M.A. (Criminal Justice and Psychology), Tiffin University
.....B.A. (Criminal Justice), Lourdes College

Michelle Fox, Assistant Professor*.....M.A. (Criminal Justice), St. Leo University
.....B.S. (Nursing), Spring Arbor University
.....A.D.N. (Nursing), Owens Community College

Kathleen France, Assistant Professor*.....M.A. (Communication), Bowling Green State University
.....B.A. (Education—Speech and English, Ball State University

Destani Fuhr, Instructor.....B.S. (Technology Management (Herzing University)
.....A.A.S. (Surgical Technology), Owens Community College

Derick Gant, Instructor*.....D.B.A. (Management and Communication), Bowling Green State University

William Giezie, Assistant Professor* .....M.A. (Management), Rensselaer Polytechnic Institute
.....B.A. (Management), Roosevelt University

Norene Gill, Assistant Professor* .....Ph.D. (Counseling Psychology), Kent State University
.....M.Ed. (Educational Psychology), University of Toledo
.....M.A. (Counselor Education and Guidance), University of Toledo
.....B.S. (Elementary Education and Secondary Mathematics), Bowling Green State University

Johnnie Hannah, Jr., Assistant Professor*.....M.A. (Business Administration), Heidelberg University
.....B.B.A. (Business), Howard University

Amy Horak, Instructor*.....A.S. (Medical Assisting), Davis College

Thomas Knoedler, Assistant Professor* ..... M.A. (Biology), Bowling Green State University
..... B.S. (Biology), Michigan State University

George Kral, Assistant Professor* ..... M.S. (Criminal Justice), Tiffin University
..... M.S. (Management), Phoenix University

John Livingston, Instructor* ..... A.A.S. (Business Management), Davis College

Mary Price, Assistant Professor* ..... M.B.A., B.A. (Business), University of Toledo

Angela Rivers, Associate Professor ..... M.A. (Business), University of Phoenix
..... B.A. (Sociology), Lourdes College
..... A.S. (General Studies), Owens Community College

Kimberly Sanders, Instructor ..... B.S. (Allied Health Education), Lourdes College
..... A.S. (Medical Assisting), Stautzenberger College

William Schmoekel, Assistant Professor* ..... M.S. (Networking Architecture), Capella University
..... B.S. (Operations Analysis), University of Toledo

Cynthia Topel, Instructor* ..... B.S. (Medical Records Administration), Ohio State University

Preethi Varier, Assistant Professor* ..... M.A., B.S. (Mathematics), University of Calicut—India

Chad Versansky, Instructor* ..... Diploma (Phlebotomist Technician), Professional Skills Institute

William Wolfe, Sr., Assistant Professor* ..... Ph.D. (Health Promotion and Human Performance), University of Toledo
..... M.Ed (Public Health), University of Toledo
..... B.S. (Premedical), Ohio State University

STATE APPROVALS

Herzing University is authorized to offer undergraduate educational programs in the various states in which it operates by the following state boards, commissions, and departments. Not all programs are available in all states. Students should not confuse permission for Herzing University to operate in a state or educate students from a particular state online with special or programmatic approvals that may be required or preferred to work in a given field in some states. Students should independently investigate and ensure that the program they desire is offered on the campus they intend to enroll in via the desired format and with the potential outcome they desire. Students should rely only on the written information provided in the academic catalog and not on oral or unofficial representations or other documents. The fact that a program is currently offered on a campus does not ensure, nor does Herzing University guarantee, that all courses will always be available on that campus in the specific format the student selected; however, a student will always be provided with a path to completion, despite the potential change in format of course offerings.

Further information may be obtained by contacting the following state approving commissions, boards, offices, and departments.

ALABAMA

Birmingham Campus

Alabama Commission on Higher Education
100 North Union Street
P. O. Box 302000
Montgomery, Alabama 36130-2000
(334) 242-1998
www.ache.alabama.gov

Alabama Board of Nursing
RSA Plaza
770 Washington Avenue, Suite 250
Montgomery, Alabama 36104
(334)293-5200
www.abn.alabama.gov

FLORIDA

Orlando Campus

Commission for Independent Education
Florida Department of Education
325 West Gaines Street, Suite 1414
Tallahassee, Florida 32399-0400
(850) 245-3200
www.fldoe.org

Department of Health
Florida Board of Nursing
4042 Bald Cypress Way
Tallahassee, Florida 32399-3252
(850)245-4125
www.floridasnursing.gov

GEORGIA

Atlanta Campus

Georgia Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084-5305
(770) 414-3300
www.gnpec.org

Georgia Board of Nursing
237 Coliseum Drive
Macon, Georgia 31217-3858
(478)207-2440
www.sos.georgia.gov/plb/rn/

LOUISIANA

New Orleans Campus

Herzing University, New Orleans, is licensed by the Louisiana Board of Regents and adheres to the rules and regulations of the Louisiana Proprietary Schools Advisory Commission.

State of Louisiana Board of Regents
1201 North Third Street, Suite 6-200
Baton Rouge, Louisiana 70802
(225) 342-4253
www.regents.louisiana.gov

MINNESOTA

Minneapolis Campus

Herzing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, Minnesota 55108-5265
(651) 642-0533
www.ohe.state.mn.us

Minnesota Board of Nursing
2829 University Avenue SE, #200
Minneapolis, Minnesota 55414-3253
(612)317-3000
www.mn.gov/health-licensing-boards/nursing

NEBRASKA

Omaha School of Massage and Healthcare of Herzing University

Nebraska's Coordinating Commission for Postsecondary Education
140 North 8th Street, Suite 300
Lincoln, Nebraska 68508-1359
(402) 471-2847
www.ccpe.state.ne.us

Nebraska Department of Health and Human Services
Licensure Unit
Nebraska State Office Building
301 Centennial Mall South, 3rd Floor
P.O. Box 94986
Lincoln, Nebraska 68509-4986
(402) 471-2115
www.dhhs.ne.gov/publichealth

OHIO

Akron and Toledo Campuses

Ohio State Board of Career Colleges and Schools
Registration #: 04-01-1704T (Akron)
Registration #: 08-09-1874B (Toledo)
30 East Broad Street, Suite 2481
Columbus, Ohio 43215-3414
(614) 466-2752 or (877) 275-4219
www.scr.ohio.gov

Ohio Board of Regents
25 South Front Street
Columbus, OH 43215-3414
(614) 466-6000
www.ohiohighered.org/contact-us

Ohio Board of Nursing (Akron Campus only)
17 South High Street, Suite 400
Columbus, Ohio 43215-7410
(614) 466-3947
www.nursing.ohio.gov

WISCONSIN

Brookfield, Kenosha, Madison, and Online Campuses

State of Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
P.O. Box 8696
Madison, Wisconsin 53708-8696
(608) 266-1996
www.eab.state.wi.us

Wisconsin Department of Safety and Professional Services
Board of Nursing
1400 East Washington Avenue
Madison, Wisconsin 53703
(608)266-2112
www.dsps.wi.gov

Wisconsin Department of Safety and Professional Services
Chiropractic Examining Board
1400 East Washington Avenue
Madison, Wisconsin 53703
(608)266-2112
www.dsps.wi.gov

OTHER STATES (DISTANCE/ONLINE EDUCATION)

Herzing University Online has made a good-faith effort to follow each individual state's regulations concerning offering distance educational programs in that respective state. Students should investigate and ensure that the program they desire, if offered in a distance/online format, meets the requirements of the profession in their state. For additional information, e-mail your questions to ***states@herzing.edu***.

Herzing University is not enrolling new students in the following states:

- Arkansas
- District of Columbia
- Wyoming

Not all programs are available in all states. Contact the Online Admissions Office for program availability at ***onl-info@herzing.edu*** or (866) 508-0748.

STATE CONTACT INFORMATION

This list includes contact information for all 50 states, the District of Columbia, and Puerto Rico and should not be construed as informative of what agencies regulate the institution or in what states the institution is licensed or required to be licensed. States, through the relevant agencies or Attorney Generals Offices, will accept complaints regardless of whether the institution is required to be licensed in that state. Contact information may change; the University makes best efforts to update when it becomes aware of such changes.

ALABAMA

Alabama Commission on Higher Education
P. O. Box 302000
Montgomery, AL 36130-2000
www.accs.cc/complaintform.aspx

ALASKA

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505
EED.ACPE-IA@alaska.gov

Alaska Office of Attorney General, Consumer Protection Unit
1031 W. Fourth Avenue, Suite 200
Anchorage, AK 99501-5903
www.law.alaska.gov/consumer
www.law.state.ak.us/pdf/consumer/FORM_complaint.pdf

ARIZONA

Arizona State Board for Private Postsecondary Education
1400 W. Washington Street
Room 260
Phoenix, AZ 85007
(602) 542-5709
www.azppse.state.az.us/student_info/compliance.asp

ARKANSAS

Arkansas State Board of Private Career Education
501 Woodlane, Suite 312S
Little Rock, AR 72201
sbpce@arkansas.gov
www.sbpce.arkansas.gov/students/Pages/complaintProcess.aspx

Arkansas Higher Education Coordinating Board
Department of Higher Education
423 Main Street, Suite 400
Little Rock, AR 72201
ADHE_Info@adhe.edu
www.adhe.edu/SiteCollectionDocuments/AcademicAffairsDivision/ICAC%20Rules%20and%20Regulations/APPENDIXJ.pdf

CALIFORNIA

California Bureau of Private Postsecondary Education
P.O. Box 980818
W. Sacramento, CA 95798-0818
bppe@dca.ca.gov
www.bppe.ca.gov/forms_pubs/complaint.pdf

COLORADO

Colorado Department of Higher Education
1560 Broadway, Suite 1600
Denver, Colorado 80202
www.highered.colorado.gov/Academics/Complaints/default.html
*www.highered.colorado.gov/DPOS/Students/complaint.html*_

CONNECTICUT

Connecticut Office of Financial and
Academic Affairs for Higher Education
61 Woodland Street
Hartford, CT 06105-2326
860-947-1822
edinfo@ctohe.org
www.ctohe.org/StudentComplaints.shtml

Connecticut Department of
Consumer Protection
165 Capitol Avenue, Room 110
Hartford CT 06106
Dcp.frauds@ct.gov
www.ct.gov/dcp/lib/dcp/Consumer_Statement_CPFR-2.pdf

DELAWARE

Delaware Higher Education Office
The Townsend Building
401 Federal St., Suite 2
Dover, DE 19901
(800) 292-7935
dheo@doe.k12.de.us

Consumer Protection Unit
Department of Justice
State of Delaware
820 N. French Street 5th floor
Wilmington, DE 19801
(800) 220-5424
consumer.protection@state.de.us

DISTRICT OF COLUMBIA

District of Columbia Office of the State Superintendent of Education
Education Licensure Commission
810 First Street, NE
9th Floor
Washington, DC 20002
www.osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/complaint_form_4_11.pdf

FLORIDA

Florida Commission on Independent Education
325 W. Gaines Street
Suite 1414
Tallahassee, FL 32399-0400
cieinfo@fldoe.org
www.fldoe.org/cie/complaint.asp

GEORGIA

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Pl. Suite 220
Tucker, GA 30084-5334
www.gnpec.org/MainMenu.asp
www.rules.sos.state.ga.us/docs/392/5/06.pdf

HAWAII

Hawaii State Board of Education
P.O. Box 2360
Honolulu, Hawaii 96804
boe_hawaii@notes.k12.hi.us

State of Hawaii, Office of Consumer Protection
Department of Commerce and Consumer Affairs
Leiopapa A Kamehameha Building
235 South Beretania Street, Room 801
Honolulu, Hawaii 96813-2419
ocp@dcca.hawaii.gov
www.hawaii.gov/dcca/ocp/consumer_complaint

IDAHO

Idaho State Board of Education
Attn: State Coordinator for Private Colleges and Proprietary Schools
650 West State Street
P.O. Box 83720
Boise, ID 83720-0037
www.boardofed.idaho.gov

ILLINOIS

Illinois Board of Higher Education
431 East Adams,
2nd Floor
Springfield, Illinois 62701-1404
info@ibhe.org
www.ibhe.org/contactUs.htm

Office of the Illinois Attorney General
Consumer Protection Bureau
500 South Second Street
Springfield, IL 62706
Consumer Fraud Hotline: (800) 243-0618
www.IllinoisAttorneyGeneral.gov

INDIANA

Indiana Commission for Higher Education
101 West Ohio Street, Suite 550
Indianapolis, IN 46204-1984
www.in.gov/che/2373.htm
www.in.gov/che/2744.htm

Indiana Board for Proprietary Education
101 West Ohio Street, Suite 670
Indianapolis, IN 46204
www.in.gov/bpe/2329.htm
www.in.gov/che/2744.htm

Office of the Indiana Attorney General
Consumer Protection Division
302 W. Washington Street, 5th Floor
Indianapolis, IN 46204-2770
www.in.gov/attorneygeneral/2434.htm

IOWA

Iowa Student Aid Commission
603 E. 12th Street
5th Floor
Des Moines, IA 50319
info@iowacollegeaid.gov
https://apps.iowacollegeaid.gov/marketing/docs/constituentrequestform.pdf

KANSAS

Kansas Board of Regents
1000 SW Jackson Street
Suite 520
Topeka, KS 66612-1368
www.kansasregents.org/private_postsecondary_complaint_process

KENTUCKY

Kentucky Council on Postsecondary Education
1024 Capital Center Dr., Suite 320
Frankfort, KY 40601-7512
www.cpe.ky.gov/forstudents/consumercomplaints/

Kentucky Commission on Proprietary Education
Capital Plaza Tower, Room 303
500 Mero Street
Frankfort, KY 40601
kcpe@ky.gov
www.educationcabinet.ky.gov/departments/proped/

Office of the Attorney General
Consumer Protection Division
1024 Capitol Center Drive
Frankfort, Kentucky 40601
www.ag.ky.gov/civil/consumerprotection/Pages/default.aspx

LOUISIANA

Louisiana Board of Regents
P.O. Box 3677
Baton Rouge, LA 70821-3677
www.regents.louisiana.gov/about-regents/contact/

Louisiana Attorney General Office
Consumer Protection Section
P.O. Box 94005
Baton Rouge, LA 70804
1-800-351-4889, 225-326-6465
ConsumerInfo@ag.state.la.us
www.ag.state.la.us/Complaint.aspx?articleID=16&catID=15

MAINE

Maine Department of Education
Complaint Investigator
23 State House Station
Augusta, ME 04333-0023

Maine Attorney General
Consumer Protection Division
6 State House Station
Augusta, ME 04333
www.maine.gov/ag/consumer/complaints/complaint_form.shtml

MARYLAND

Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013
www.mhec.state.md.us/career/pcs/gripe.asp

Maryland Attorney General
Consumer Protection Division
200 St. Paul Place
Baltimore, MD 21202
consumer@oag.state.md.us
www.web.oag.state.md.us/editor/customer/onlineformhelpers/formviewer.aspx?filename=MUGeneral.htm

MASSACHUSETTS

Massachusetts Board of Higher Education
One Ashburton Place
Room 1401
Boston, MA 02108
www.mass.edu/forstudents/complaints/complaintprocess.asp

MICHIGAN

Michigan Department of Licensing and Regulatory Affairs, Bureau of Commercial Services, Licensing Division
Proprietary School Unit Staff
201 N. Washington Sq.
Lansing, MI 48913
www.michiganps.net/complaint.aspx

MINNESOTA

Minnesota Office of Higher Education
Registration & Licensing
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
info.ohe@state.mn.us
www.ohe.state.mn.us/mPg.cfm?pageID=1078
www.ohe.state.mn.us/mPg.cfm?pageID=1565

MISSISSIPPI

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
www.mississippi.edu/mcca/
www.mississippi.edu/mcca/downloads/studentcomplaintform.pdf

Mississippi Community College Board
Commission of Proprietary Schools and College Registration
3825 Ridgewood Road
Jackson, MS 39211-6453
info@sbcjc.cc.ms.us
www.sbcjc.cc.ms.us/pdfs/pg/PSComplaintForm.pdf

Consumer Protection Division
Office of the Attorney General
State of Mississippi
P.O. Box 22947
Jackson, Mississippi 39225-2947
www.ago.state.ms.us/index.php/contact
www.ago.state.ms.us/images/uploads/forms/MSAGO_Complaint_Form.pdf

MISSOURI

Missouri Department of Higher Education
205 Jefferson Street
P.O. Box 1469
Jefferson City, MO 65102-1469
info@dhe.mo.gov

MONTANA

Montana University System
Office of Commissioner of Higher Education
2500 Broadway Street
PO Box 203201
Helena, MT 59620-3201
www.mus.edu/che/che_staff.asp
www.mus.edu/MUS-statement-of-complaint-process.asp

Montana Office of Consumer Protection
2225 11th Avenue
P.O. Box 200151
Helena, MT 59620-0151
contactocp@mt.gov
www.doj.mt.gov/consumer/docs/complaintform.pdf

NEBRASKA

Nebraska Coordinating Commission for Postsecondary Education
P.O. Box 95005
Lincoln, NE 68509-5005
www.ccpe.state.ne.us/PublicDoc/Ccpe/contact.asp

Nebraska Department of Education, Private Postsecondary Career Schools
Investigations Office
301 Centennial Mall South
P.O. Box 98987
Lincoln, NE 68509-4987
www.education.ne.gov/documents/AskNDE.html
www.education.ne.gov/PPCS/PDF%20Folders/PDF%20Documents/PPCS%20Forms/Complaint-form.pdf

Nebraska Attorney General
Consumer Protection Division
2115 State Capitol
Lincoln, NE 68509
Consumer Protection Hotline: (800) 727-6432
www.ago.state.ne.us/consumer/emailforms/consumer_complaint.htm

NEVADA

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway
Suite 115
Las Vegas, NV 89123
www.cpe.state.nv.us/
www.cpe.state.nv.us/CPE%20Complaint%20Info.htm

NEW HAMPSHIRE

New Hampshire Department of Education
Coordinator, Dispute Resolution, and Constituent Complaints
101 Pleasant Street
Concord, NH 03301
Stephen.Berwick@doe.nh.gov

NEW JERSEY

New Jersey Commission on Higher Education
PO Box 542
Trenton, NJ 08625
nj_che@che.state.nj.us

New Jersey Department of Labor and Workforce Development
1 John Fitch Plaza
P.O. Box 110
Trenton, NJ 08625-0110
schoolapprovalunit@dol.state.nj.us
www.lwd.dol.state.nj.us/labor/forms_pdfs/edtrain/Conflict%20Resolution%20Questionnaire.pdf

New Jersey Division of Consumer Affairs
124 Halsey Street
Newark, New Jersey 07102
www.nj.gov/oag/ca/complaint/ocp.pdf

NEW MEXICO

New Mexico Higher Education Department
2048 Galisteo
Santa Fe, NM 87505
www.hed.state.nm.us/uploads/FileLinks/b23fc959f37c44bb8e3caae612e0dba7/PPS%20Complaint%20Form.pdf

NEW YORK

New York Office of College and University Evaluation
New York State Education Department
89 Washington Avenue
Room 969 EBA
Albany, NY 12234
ocueinfo@mail.nysed.gov
www.highered.nysed.gov/ocue/spr/COMPLAINTFORMINFO.html

New York Bureau of Proprietary School Supervision
New York State Education Department
99 Washington Avenue
Room 1613 OCP
Albany, New York 12234
bpss@mail.nysed.gov
www.acces.nysed.gov/bpss/students/documents/ComplaintForm.pdf

NORTH CAROLINA

North Carolina Community College System Office of Proprietary Schools
200 West Jones St.
Raleigh, North Carolina 27603
www.nccommunitycolleges.edu/Proprietary_Schools/docs/PDFFiles/StdtCompltForm.pdf

Board of Governors for the University of North Carolina
Postsecondary Education Complaints
c/o Assistant Director of Licensure and Workforce
University of North Carolina General Administration
910 Raleigh Road
Chapel Hill, NC 27514
www.northcarolina.edu/contact/contact.php
studentcomplaint@northcarolina.edu

NORTH DAKOTA

North Dakota Department of Career and Technical Education (if school is "authorized")
State Capitol - 15th Floor
600 E. Boulevard Ave. Dept. 270
Bismarck, ND 58505-0610
cte@nd.gov
www.nd.gov/cte/about/staff.html

North Dakota Consumer Protection Division (if school is "exempt" or not authorized)
Office of Attorney General
Gateway Professional Center
1050 E Interstate Ave. Suite 200
Bismarck, ND 58503-5574
www.ag.state.nd.us/CPAT/CPAT.htm
www.ag.state.nd.us/cpat/PDFFiles/SFN7418.pdf

OHIO

Ohio State Board of Career Colleges and Schools
30 East Broad Street, Suite 2481
Columbus, OH 43215-3138
bpsr@scr.state.oh.us
www.scr.ohio.gov/LinkClick.aspx?fileticket=%2bwaKHWPRAH8%3d&tabid=68

Ohio Board of Regents
25 South Front Street
Columbus, OH 43215
hotline@regents.state.oh.us
www.ohiohighered.org/contact-us

Ohio Attorney General
Consumer Protection Section
30 E. Broad St., 14th floor
Columbus, OH 43215-3400
www.ohioattorneygeneral.gov/consumercomplaint

OKLAHOMA

Oklahoma State Regents for Higher Education
655 Research Parkway
Suite 200
Oklahoma City, OK 73104
www.okhighered.org/current-college-students/complaints.shtml

Oklahoma State Board of Private Vocational Schools
3700 N. W. Classen Boulevard
Suite 250
Oklahoma City, OK 73118-2864
www.ok.gov/agency.php?agency_id=130

Oklahoma Office of the Attorney General
Consumer Protection Unit
Attn: Investigative Analyst
313 NE 21st Street
Oklahoma City, OK 73105
www.oag.state.ok.us/oagweb.nsf/ccomp.html

OREGON

Oregon Student Access Commission
Office of Degree Authorization
1500 Valley River Drive
Suite 100
Eugene, OR 97401
www.oregonstudentaid.gov/contact.aspx

Oregon Department of Education
Private Career Schools Office
255 Capitol Street NE
Salem, OR 97310-0203
www.ode.state.or.us/search/page/?=325
www.ode.state.or.us/teachlearn/specialty/pcs/forms/complaint-procedures.doc

Oregon Attorney General
Financial Fraud/Consumer Protection Section
1162 Court St. NE
Salem, OR 97301-4096
www.doj.state.or.us/finfraud/pdf/concompform.pdf

PENNSYLVANIA

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333
www.portal.state.pa.us/portal/server.pt/community/private_licensed_schools/8720
www.portal.state.pa.us/portal/server.pt?open=512&objID=7203&&PageID=510955&mode=2

Office of Attorney General
Bureau of Consumer Protection
14th Floor, Strawberry Square
Harrisburg, PA 17120
www.attorneygeneral.gov/uploadedFiles/Complaints/BCP_Complaint_Form.pdf

RHODE ISLAND

Rhode Island Board of Governors for Higher Education
Shepard Building
80 Washington Street
Providence, RI 02903
ribghe@ribghe.org
www.ribghe.org/contact.htm

Rhode Island Department of Attorney General
Consumer Protection Unit
150 South Main Street
Providence, RI 02903
www.riag.state.ri.us/documents/consumer/ConsumerComplaintForm.pdf

SOUTH CAROLINA

South Carolina Commission on Higher Education
1122 Lady Street
Suite 300
Columbia, SC 29201
www.che.sc.gov/New_Web/ContactCHE.htm
www.che.sc.gov/AcademicAffairs/License/Complaint_procedures_and_form.pdf

SOUTH DAKOTA

South Dakota Board of Regents
306 E. Capitol Avenue
Suite 200
Pierre, SD 57501-2545
info@sdbor.edu

South Dakota Office of Attorney General
Division of Consumer Protection
1302 E Hwy 14 Suite 3
Pierre SD 57501-8053
www.atg.sd.gov/Consumers/HandlingComplaints/ConsumerComplaintForm.aspx

TENNESSEE

Tennessee Higher Education Commission
Division of Postsecondary School Authorization
404 James Robertson Parkway
Parkway Towers, Suite 1900
Nashville, TN 37243-0830
www.state.tn.us/thec/Index/directory.html
www.tn.gov/thec/Divisions/LRA/PostsecondaryAuth/Complaint%20Form.rtf

TEXAS

Texas Workforce Commission
Career Schools and Colleges
101 East 15th Street
Room 226-T
Austin, Texas 78778-0001
career.schools@twc.state.tx.us.
www.twc.state.tx.us/svcs/propschools/career-schools-colleges.html
www.twc.state.tx.us/svcs/propschools/ps401a.pdf

Texas Higher Education Coordinating Board
1200 E. Anderson Lane
Austin, Texas 78752
www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D

Office of the Attorney General
Consumer Protection Division
PO Box 12548
Austin, TX 78711-2548
www.oag.state.tx.us/consumer/complaintform.pdf

UTAH

Utah Division of Consumer Protection
160 East 300 South
Salt Lake City, Utah 84111
consumerprotection@utah.gov
www.consumerprotection.utah.gov/complaints/index.html

VERMONT

Vermont Department of Education
State Board of Education
120 State Street
Montpelier, VT 05620-2501
www.education.vermont.gov/new/html/mainboard.html

Vermont Attorney General's Office
109 State Street
Montpelier, VT 05609-1001
www.atg.state.vt.us/office-organization-information/contacting-us.php

VIRGINIA

State Council of Higher Education for Virginia
101 N. 14TH St., 10th Floor
James Monroe Building
Richmond, VA 23219
www.schev.edu/
www.schev.edu/students/studentcomplaint.asp

WASHINGTON

Washington Student Achievement Council
917 Lakeridge Way SW
PO Box 43430
Olympia, WA 98504-3430
info@wsac.wa.gov
www.wsac.wa.gov/WashingtonInstitutions/ProtectingConsumers

Washington Workforce Training and Education Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105
workforce@wtb.wa.gov
www.wtb.wa.gov/PCS_Complaints.asp

Washington State Office of the Attorney General
1125 Washington Street SE
PO Box 40100
Olympia, WA 98504-0100
www.fortress.wa.gov/atg/formhandler/ago/ComplaintForm.aspx

WEST VIRGINIA

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd E., Ste 700
Charleston WV 25301-2800
www.wvhepcnew.wvnet.edu/index.php?option=com_frontpage&Itemid=41

Community and Technical College System of West Virginia
1018 Kanawha Blvd. E., Ste. 700
Charleston WV 25301
www.wvctcs.org/

West Virginia Office of the Attorney General
Consumer Protection Division
PO Box 1789
Charleston, WV 25326-1789
consumer@wvago.gov
www.wvago.gov/pdf/general%20complaint.pdf

WISCONSIN

Wisconsin Educational Approval Board
201 West Washington Avenue, 3rd Floor
Madison, WI 53708
eabmail@eab.wisconsin.gov
www.eab.state.wi.us/resources/complaint.asp

WYOMING

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050
www.edu.wyoming.gov/ContactUs.aspx
www.edu.wyoming.gov/searchresults.aspx?SearchQuery=student+complaint

Attorney General's Office
123 Capitol Building
200 W. 24th Street
Cheyenne, WY 82002
www.attorneygeneral.state.wy.us/consumer.htm

PUERTO RICO

Puerto Rico Council on Higher Education
PO Box 19900
San Juan, PR 00910-1900
www.ce.pr.gov/
cberrios@ce.pr.gov

Puerto Rico Department of Justice
PO Box 9020192
San Juan, Puerto Rico 00902-0192
www.justicia.pr.gov/

VIRGIN ISLANDS

Government of the United States Virgin Islands
Department of Education, Office of the Commissioner
1834 Kongens Gade
St. Thomas, V.I. 00802
www.vide.vi/pages/contact-us-62

ACCREDITATION

Students should be aware that there are multiple types of accreditation and that their intended entry into their chosen profession could be impacted by these differences. For example, institutional accreditation means all students attending Herzing University are attending an accredited institution.

In addition, there are programmatic accreditation bodies which accredit specific programs (as opposed to the institution). Some states require that specific programs, even at regionally accredited institutions like Herzing University, be programmatically accredited as well. The importance of programmatic accreditation can range from a requirement to sit for licensure exams that are mandatory to work in a field to a requirement to sit for a certification exam that is not required for all employment in the field (but may be slightly to strongly preferred by employers, depending on the market) to a symbol of quality with no impact on any certification or licensure (but which may be slightly or strongly preferred by employers, depending on the market). Therefore, Herzing University has not pursued all forms of programmatic accreditation available, as this is a determination on whether the costs and requirements to do so are worth the value to the student in the respective marketplaces in the estimation of the University. The student should validate whether the specialized accreditation of a specific program, or lack thereof, is going to fit their career goals for their respective marketplace.

As a result, there is a potential that some states will not permit a student who has completed certain academic programs to become certified, licensed, or sit for a certifying or licensing examination if they graduated from a program that is not programmatically accredited. Herzing University believes in complete and forthright disclosure for each program we offer, so we clearly identify those programs that are programmatically accredited. **If a Herzing University program at a specific campus (or one that is offered online) does not state it has programmatic accreditation in writing, students should assume the program does not have programmatic accreditation.** Students should not rely on oral or unofficial confirmation of programmatic accreditation. Students are responsible for understanding the specific requirements for certification, licensing, and for eligibility to sit for a particular licensing examination of the state or locale in which they want to enter or practice their profession. Herzing University makes no representation, unless explicitly written, that students graduating in a particular program qualify for certification, licensing, or eligibility to sit for a licensing examination in a particular state. For further clarification, students should review the specialized program accreditation/approvals stated in the catalog and read and sign the ***Accreditation Disclosure*** for their respective campus.

Institutional Accreditation

Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association. For further information, The Higher Learning Commission can be contacted via the information below.

The Higher Learning Commission
North Central Association of Colleges and Schools
230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1413
(800) 621-7440
www.ncahlc.org

Specialized Program Accreditations, Certifications, and Licensures by Campus

Herzing University also holds programmatic accreditations or approvals for selected programs at selected locations. Not all programs require specialized programmatic accreditation, and some new programs must be in operation for a period of time before specialized accreditation can be obtained. Specialized programmatic accreditation may be required for graduates to be eligible to take some licensure or certification examinations. **Unless this catalog specifically and unequivocally states that a particular program at a particular campus (including the Online Campus) is programmatically accredited and qualifies a student for licensing, certification, or to be eligible to sit for a licensing examination, students should conclude the program offered on the campus they are enrolled at is <u>not</u> programmatically accredited.** Students should independently investigate the specific licensing requirements for their program in the specific state or locale for which they anticipate seeking employment.

AKRON CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.
2. **State Approval:** All programs at the Akron Campus of Herzing University are approved by the Ohio State Board of Career Colleges and Schools (30 East Broad Street, Suite 2481, Columbus, Ohio, 43215-3414, 614-466-2752 or 877-275-4219, ***www.scr.ohio.gov***). The campus' Ohio Registration Number is 04-01-1704T. All bachelor degree programs at the campus are approved by the Ohio Board of Regents (25 South Front Street, Columbus, Ohio, 43215-3414, 614-466-6000, ***www.ohiohighered.org/contact-us***).

3. **Associate of Applied Science in Nursing:** The Associate of Applied Science in Nursing program at the Akron Campus is approved by the State of Ohio Board of Nursing (17 South High Street, Suite 400, Columbus, Ohio, 43215-7410, 614-466-3947, ***www.nursing.ohio.gov***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate of Applied Science in Nursing program at the Akron Campus is accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***), formerly known as the National League for Nursing Accrediting Commission (NLNAC).

4. **Medical Assisting Services:** The Diploma in Medical Assisting Services program at the Akron Campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street Clearwater, Florida, 33756, 727-210-2350, ***www.caahep.org***) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Consequently, students completing the program are eligible to take the Certified Medical Assistant exam offered by the American Association of Medical Assistants, ***www.aama-ntl.org***.

5. **Dental Assisting:** The Associate of Applied Science in Dental Assisting and the Diploma in Dental Assisting programs at the Akron Campus are accredited by the Commission on Dental Accreditation (CODA, 211 East Chicago Avenue Chicago, Illinois, 60611-2678, 312-440-4653, ***www.ada.org/100.aspx***). Consequently, graduates are eligible to take the examinations leading to certified dental assistant (CDA®) certification through the Dental Assisting National Board (DANB).

6. **Medical Laboratory Technician:** The Associate of Applied Science in Medical Laboratory Technician program at the Akron Campus is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS, 5600 North River Road, Suite 720, Rosemont, Illinois, 60018, 773-714-8880, ***www.naacls.org***). Consequently, graduates are eligible to take the examination for the medical laboratory technician certification offered by the American Society for Clinical Pathology.

7. **Legal Studies:** Graduates of the Associate of Applied Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Akron Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants, ***www.nala.org***. These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam, both offered through the American Health Information Management Association (AHIMA).

9. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

10. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

11. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

ATLANTA CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Atlanta Campus of Herzing University are approved by the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, Georgia, 30084-5305, 770-414-3300, ***www.gnpec.org***).

3. **Nursing:** The Bachelor of Science in Nursing program at the Atlanta Campus is approved by the Georgia State Board of Nursing (237 Coliseum Drive, Macon, Georgia, 31217-3858, 478-207-2440, ***www.sos.georgia.gov/plb/rn/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. Further, the program is a new applicant program pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530 Washington, DC, 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***). New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have CCNE accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

4. **Legal Assisting/Paralegal:** Graduates of the Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the Atlanta Campus are eligible to take the certified paralegal examination through the National Association of Legal Assistants (***www.nala.org***). The Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the Atlanta Campus are approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***).

5. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both are offered through the American Health Information Management Association (AHIMA).

6. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

7. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

8. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

BIRMINGHAM CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Birmingham Campus of Herzing University are approved by the Alabama Commission on Higher Education (100 North Union Street, P.O. Box 302000, Montgomery, Alabama, 36130-2000, 334-242-1998, ***www.ache.alabama.gov***).

3. **Diploma in Practical Nursing:** The Diploma in Practical Nursing program at the Birmingham Campus is approved by the Alabama Board of Nursing (RSA Plaza, 770 Washington Avenue, Suite 250, Montgomery, Alabama, 36104, 334-293-5200, ***www.abn.alabama.gov***). Consequently, graduates of the Practical Nursing program are eligible to sit for the National Council of State Boards of Nursing (NCLEX-PN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a practical nurse. The Diploma in Practical Nursing program at the Birmingham Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). ACEN was formerly known as the National League for Nursing Accrediting Commission (NLNAC). No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

4. **Associate of Science in Nursing—LPN to RN Bridge:** The Associate of Science in Nursing—LPN to RN Bridge program at the Birmingham Campus is approved by the Alabama Board of Nursing (RSA Plaza, 770 Washington Avenue, Suite 250, Montgomery, Alabama, 36104, 334-293-5200, ***www.abn.alabama.gov***). Consequently, graduates of the LPN to RN associate program are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate of Science in Nursing—LPN to RN Bridge program at the Birmingham Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). ACEN was formerly known as the National League for Nursing Accrediting Commission (NLNAC). No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

5. **Paramedic and EMT-Paramedic Programs:** The Associate of Science in Emergency Medical Technician—Paramedic and the Diploma in Emergency Medical Technician—Paramedic programs at the Birmingham Campus are accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street, Clearwater, Florida, 33756, 727-210-2350, ***www.caahep.org***).

6. **EMT-Basic and EMT-Advanced Program:** The Certificate in Emergency Medical Technician—Basic and the Certificate in Emergency Medical Technician—Advanced do not have specialized programmatic accreditation by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street, Clearwater, Florida, 33756, 727-210-2350, ***www.caahep.org***) and no representation has been made as to when or if such an accreditation will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer graduates from a program with specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

7. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Birmingham Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for this online program. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

9. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure

as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

10. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

11. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

BROOKFIELD CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Brookfield Campus of Herzing University are approved by the State of Wisconsin Educational Approval Board (P.O. Box 8696, Madison, Wisconsin, 53708-8696, 608 266-1996, ***www.eab.state.wi.us***).

3. **Nursing:** The Bachelor of Science in Nursing at the Brookfield/Kenosha Campuses is approved by the Wisconsin Board of Nursing (1400 East Washington Avenue, Madison, Wisconsin, 53703, 608-266-2112, ***www.dsps.wi.gov/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Brookfield/Kenosha Campuses is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***).

4. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

5. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Brookfield Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). The programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

6. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

7. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

8. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

HERZING UNIVERSITY ONLINE

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State of Wisconsin Approval:** All programs offered through Herzing University Online are approved by the State of Wisconsin Educational Approval Board (P.O. Box 8696, Madison, Wisconsin, 53708-8696, 608 266-1996, ***www.eab.state.wi.us***).

3. **Approvals in Other States for Distance Learning:** Herzing University has made a good-faith effort to follow each individual state's regulations concerning offering distance educational programs in that respective state. Students should investigate and ensure that the program they desire, if offered in a distance/online format, meets the requirements of the profession in their state. Herzing University is not enrolling new students in the following states: Arkansas, District of Columbia, and Wyoming. Not all programs are available in all states. Contact the Online Admissions Office for program availability at ***onl-info@herzing.edu*** or 866-508-0748.

4. **Nursing Programs:** The Bachelor of Science in Nursing—Bridge program offered by Herzing University Online is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***). Applicants should check with their applicable state board of nursing before enrolling in any online nursing program. For additional information, e-mail your questions to ***states@herzing.edu***.

5. **Medical Assisting Services:** The Diploma in Medical Assisting Services and the Associate of Science in Medical Assisting Services programs offered through Herzing University Online are accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the Certified Medical Assistant (CMA) certification exam offered by the American Association of Medical Assistants.

6. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered through Herzing University Online are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Graduates of the Associate of Science in Health Information Management from Herzing University Online are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online from Herzing University Online are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

9. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

10. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

KENOSHA CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Kenosha Campus of Herzing University are approved by the State of Wisconsin Educational Approval Board (P.O. Box 8696, Madison, Wisconsin, 53708-8696, 608 266-1996, ***www.eab.state.wi.us***).

3. **Nursing:** The Bachelor of Science in Nursing at the Brookfield/Kenosha Campuses is approved by the Wisconsin Board of Nursing (1400 East Washington Avenue, Madison, Wisconsin, 53703, (608) 266-2112, ***www.dsps.wi.gov/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Brookfield/Kenosha Campuses is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***).

4. **Medical Assisting Services:** The Associate of Science in Medical Assisting Services program at the Kenosha campus is accredited by Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified medical assistant (CMA) certification exam offered by the American Association of Medical Assistants.

5. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

6. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Kenosha Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

7. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

9. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

MADISON CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Madison Campus of Herzing University are approved by State of Wisconsin Educational Approval Board (P.O. Box 8696, Madison, Wisconsin, 53708-8696, 608 266-1996, ***www.eab.state.wi.us***).

3. **Associate of Science in Nursing:** The Associate Degree in Nursing program at the Madison Campus is approved by the Wisconsin State Nursing Board (1400 East Washington Avenue, Madison, Wisconsin, 53703, 608-266-2112, ***www.dsps.wi.gov/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Associate Degree in Nursing program at this campus is accredited by the Accrediting Commission for Education in Nursing, Inc (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). ACEN was formerly known as the National League for Nursing Accrediting Commission (NLNAC).

4. **Diploma in Practical Nursing:** The Diploma in Practical Nursing program at the Madison Campus is approved by the Wisconsin State Nursing Board (1400 East Washington Avenue, Madison, Wisconsin, 53703, 608-266-2112, ***www.dsps.wi.gov/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-PN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a licensed practical nurse. The Diploma in Practical Nursing program at the Madison Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). ACEN was formerly known as the National League for Nursing Accrediting Commission (NLNAC). No representation has been made as to when or if such accreditations will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

5. **Bachelor of Science in Nursing:** The Bachelor of Science in Nursing program at the Madison Campus has been authorized to admit students by the Wisconsin State Nursing Board (1400 East Washington Avenue, Madison, Wisconsin, 53703, 608-266-2112, ***www.dsps.wi.gov/***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Madison Campus does not have accreditation by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***) and no representation has been made as to when or if such an accreditation will be obtained. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have CCNE accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

6. **Medical Assisting Services:** The Associate of Science in Medical Assisting Services and the Diploma in Medical Assisting programs at the Madison campus are accredited by Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified medical assistant (CMA) certification exam offered by the American Association of Medical Assistants.

7. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Madison Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

8. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician

(RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

9. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

10. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

11. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

MINNEAPOLIS CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Minneapolis Campus of Herzing University are approved by the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, Minnesota, 55108-5265, 651-642-0533, ***www.ohe.state.mn.us***). Herzing University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions.

3. **Nursing Program:** The Bachelor of Science in Nursing program at the Minneapolis campus is approved by the Minnesota State Board of Nursing (2829 University Avenue SE, #200, Minneapolis, Minnesota, 55414-3253, 612-317-3000, ***www.mn.gov/health-licensing-boards/nursing***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. The Bachelor of Science in Nursing program at the Minneapolis campus is accredited by the Commission on Collegiate Nursing Education (CCNE, One Dupont Circle, NW, Suite 530, Washington, D.C., 20036-1120, 202-887-6791, ***www.aacn.nche.edu/ccne-accreditation***).

4. **Dental Hygiene Program:** The Bachelor of Science in Dental Hygiene and the Associate of Applied Science in Dental Hygiene programs are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. (CODA, 211 East Chicago Avenue, Chicago, Illinois, 60611-2678, 312-440-4653, ***www.ada.org/100.aspx***). Consequently, graduates are eligible to sit for the national board dental hygiene exam, jurisprudence exam, and the CRDTS examination, which (upon successful completion) would provide the graduate the opportunity to become a licensed dental hygienist (LDH).

5. **Dental Assisting Programs**: The Associate of Applied Science in Dental Assisting program and the Diploma in Dental Assisting programs at the Minneapolis Campus are accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by the United States Department of Education. (CODA, 211 East Chicago Avenue, Chicago, Illinois, 60611-2678, 312-440-4653, ***www.ada.org/100.aspx***). Consequently, graduates are eligible to take the examinations leading to certified dental assistant (CDA®) certification through the Dental Assisting National Board (DANB).

6. **Occupational Therapy Program:** The Associate of Applied Science in Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy (ACOTE) of the American Occupational Therapy Association (AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, Maryland, 20824-3449, 301-652-AOTA, ***www.acoteonline.org***). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National

Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a certified occupational therapy assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT certification examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

7. **Medical Assisting Services:** The Diploma in Medical Assisting Services program at the Minneapolis Campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP, 1361 Park Street Clearwater, Florida, 33756, 727-210-2350, ***www.caahep.org***) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Consequently, students completing the program are eligible to take the certified medical assistant exam offered by the American Association of Medical Assistants (***www.aama-ntl.org***).

8. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Minneapolis Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

9. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

10. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

11. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

12. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

NEW ORLEANS CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** The New Orleans Campus of Herzing University is licensed by the State of Louisiana Board of Regents (1201 North Third Street, Suite 6-200, Baton Rouge, Louisiana, 70802, 225-342-4253, ***www.regents.louisiana.gov***) and adheres to the rules and regulations of the Louisiana Proprietary Schools Advisory Commission.

3. **Surgical Technology:** The Associate of Science in Surgical Technology program at the New Orleans Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified surgical technologist (CST) examination offered by The National Board of Surgical Technology and Surgical Assisting.

4. **Medical Assisting Services:** The Associate of Science in Medical Assisting Services program and the Diploma in Medical Assisting Services at the New Orleans Campus are accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified medical assistant (CMA) certification exam offered by the American Association of Medical Assistants.

5. **Legal Assisting/Paralegal:** Graduates of the Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the New Orleans Campus are eligible to take the certified paralegal examination through the National Association of Legal Assistants (***www.nala.org***). The Associate of Science in Legal Assisting/Paralegal and the Bachelor of Science in Legal Studies programs at the New Orleans Campus are approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***).

6. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

9. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

OMAHA SCHOOL OF MASSAGE AND HEALTHCARE OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Omaha School of Massage and Healthcare of Herzing University are approved by Nebraska's Coordinating Commission for Postsecondary Education (140 North 8th Street, Suite 300, Lincoln, Nebraska, 68508-1359, 402-471-2847, ***www.ccpe.state.ne***).

3. **Therapeutic Massage:** The Therapeutic Massage programs at the Omaha School of Massage and Healthcare of Herzing University are approved by the Nebraska Board of Massage Therapy of the Nebraska Department of Health and Human Services, Licensure Unit (Nebraska State Office Building, 301 Centennial Mall South, 3rd Floor, P.O. Box 94986, Lincoln, Nebraska, 68509-4986, 402-471-2115, ***www.dhhs.ne.gov/publichealth)***. Consequently, graduates are eligible to take the certification exams offered by the National Certification Board for Therapeutic Massage and Bodywork (NCBTMB) or the Federation of State Massage Therapy Boards (FSMTB) and meet the educational requirements to apply for licensure as a massage therapist in the State of Nebraska.

4. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Omaha School are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval

for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

5. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

6. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

7. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

8. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

ORLANDO CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Orlando Campus of Herzing University are approved by the Commission for Independent Education of the Florida Department of Education (325 West Gaines Street, Suite 1414, Tallahassee, Florida, 32399-0400, 850-245-3200, ***www.fldoe.org***).

3. **Diploma in Practical Nursing:** The Diploma in Practical Nursing program at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, ***www.floridasnursing.gov***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-PN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a licensed practical nurse. The Diploma in Practical Nursing program at the Orlando Campus does not have specialized programmatic accreditation by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). ACEN was formerly known as the National League for Nursing Accrediting Commission (NLNAC). No representation has been made as to when or if such accreditations will be obtained. Some employers may prefer applicants from programs that have ACEN accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

4. **Associate of Science in Nursing:** The Associate of Science in Nursing program and the Associate of Science in Nursing—Bridge to ASN program (renamed from LPN to ASN Bridge program as of May 2014) at the Orlando Campus are approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, ***www.floridasnursing.gov***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. These programs are accredited by the Accreditation Commission for Education in Nursing (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***) ACEN was formerly known as the National League for Nursing Accrediting Commission, Inc. (NLNAC).

5. **Bachelor of Science in Nursing:** The Bachelor of Science in Nursing program at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, ***www.floridasnursing.gov***). Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. Further, the program is a new applicant program pursuing initial accreditation by the Commission on Collegiate Nursing Education (ACEN, 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, 404-975-5000, ***www.acenursing.org***). The CCNE can be contacted at ***www.aacn.nche.edu/ccne-accreditation*** or (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have CCNE accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

6. **Bachelor of Science in Nursing—Bridge to BSN:** The Bachelor of Science in Nursing—Bridge to BSN program (renamed from LPN to BSN Bridge program as of May 2014) at the Orlando Campus is approved by the Florida Board of Nursing (4042 Bald Cypress Way, Tallahassee, Florida, 32399-3252, 850-245-4125, ***www.floridasnursing.gov)***. Consequently, graduates are eligible to sit for the National Council of State Boards of Nursing (NCLEX-RN) licensing exam upon successful completion of the program. Passing this exam allows graduates to apply to the State Board of Nursing for licensure as a registered nurse. Further, the program is a new applicant program pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE). The CCNE can be contacted at ***www.aacn.nche.edu/ccne-accreditation*** or (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. New and current students should not plan on the program having said accreditation at the time they graduate. Some employers may prefer applicants from programs that have CCNE accreditation. Students are advised to consult with employers of preference as to the importance of this accreditation on their hiring decisions.

7. **Physical Therapist Assistant.** The Associate of Science in Physical Therapist Assistant program at the Orlando Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE, 1111 North Fairfax Street, Alexandria, Virginia, 22314-1488, 703-706-3245, ***accreditation@apta.org*** or ***www.capteonline.org***).

8. **Surgical Technology.** The Associate of Science in Surgical Technology program at the Orlando Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified surgical technologist (CST) examination offered by The National Board of Surgical Technology and Surgical Assisting.

9. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800, 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

10. **Legal Studies:** Graduates of the Associate of Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Orlando Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (www.nala.org). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

11. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

12. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

13. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

TOLEDO CAMPUS OF HERZING UNIVERSITY

1. **Regional Accreditation:** Herzing University is accredited by the Higher Learning Commission and is a member of the North Central Association (HLC-NCA, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413, 800-621-7440, ***www.ncahlc.org***). This means all students attending Herzing University are attending an accredited institution.

2. **State Approval:** All programs at the Toledo Campus of Herzing University are approved by the Ohio State Board of Career Colleges and Schools (30 East Broad Street, Suite 2481, Columbus, Ohio, 43215-3414, 614-466-2752 or 877-275-4219, ***www.scr.ohio.gov***). The campus' Ohio Registration Number is 08-09-1874B. All bachelor's degree programs at the campus are approved by the Ohio Board of Regents (25 South Front Street, Columbus, Ohio, 43215-3414, 614-466-6000, ***www.ohiohighered.org/contact-us***).

3. **Surgical Technology:** The Associate of Applied Science in Surgical Technology program at the New Orleans Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified surgical technologist (CST) examination offered by The National Board of Surgical Technology and Surgical Assisting.

4. **Medical Assisting Services:** The Associate of Applied Science in Medical Assisting Services program at the Toledo Campus is accredited by the Accrediting Bureau of Health Education Schools (ABHES, 7777 Leesburg Pike, Suite 314, North Falls Church, Virginia, 22043, 703-917-9503, ***www.abhes.org***). Consequently, graduates are eligible to take the certified medical assistant (CMA) certification exam offered by the American Association of Medical Assistants.

5. **Legal Studies:** Graduates of the Associate of Applied Science in Legal Studies and the Bachelor of Science in Legal Studies programs available online at the Toledo Campus are eligible to take the certified paralegal examination through the Association of Legal Assistants (***www.nala.org***). These online programs are not programmatically approved by the American Bar Association (ABA, 321 North Clark Street, Chicago, Illinois, 60654-7598, 800-285-2221, ***www.americanbar.org***). There are no plans to seek this approval for these online programs. Some employers may prefer graduates from an ABA-approved program. Students are advised to consult with employers of preference as to the importance of this approval on their hiring decisions.

6. **Health Information Management:** The Bachelor of Science in Health Information Management and the Associate of Applied Science in Health Information Management programs offered online by Herzing University are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, 233 North Michigan Avenue, 31st Floor, Chicago, Illinois, 60601-5800 312-233-1100, ***www.cahiim.org***). Students enrolling through this campus must take their core HIM courses online. Graduates of the Associate of Science in Health Information Management are eligible to take the registered health information technician (RHIT) certification exam, and graduates from the Bachelor of Science in Health Information Management are eligible to take the registered health information administrator (RHIA) certification exam. Both exams are offered through the American Health Information Management Association (AHIMA).

7. **Accounting:** The Bachelor of Science in Accounting program at Herzing University, even when combined with the Herzing University MBA, may not fulfill all of the requirements for a graduate to take the certified public accountant (CPA) exam or apply for licensure as a CPA in some states/jurisdictions. In addition to requiring a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction), most states/jurisdictions require specific coursework, as well as several years of professional experience working in accounting, to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the accounting program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which Herzing University programs do not have, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

8. **Business Programs:** Herzing University has been awarded the status of Candidate for Accreditation by the International Assembly for Collegiate Business Education (IACBE, 11374 Strang Line Road, Lenexa, Kansas, 913-631-3009, ***www.iacbe.org***). Herzing University has affirmed its commitment to excellence in business education and is eligible to undergo an accreditation review of its business programs. Candidate status is neither a status of accreditation nor a guarantee that accreditation will be granted.

9. **Other Programs:** No other programs at this campus have specialized programmatic accreditation. Students are advised to consult with employers of preference as to the importance of specialized programmatic accreditation on their hiring decisions.

ACCURACY OF INFORMATION STATEMENT

The Herzing University Catalog is the official policy of the University. Students should seek clarification from the catalog if they are told or read any information inconsistent or contradictory with the official policy of the catalog. Only those policies in the official Herzing University Catalog are binding on the institution and student.

PROGRAM OFFERINGS AND DISCLOSURE

Not all of Herzing University's programs are offered at all campuses. Further, there are substantial differences in some programs from campus to campus including, but not limited to, programmatic accreditation, a pathway to licensing and other program characteristics. Students should independently investigate and ensure that the program they desire is offered on the campus they intend to enroll in and has the instructional delivery format and potential outcome they desire. Students should rely only on the written official catalog for accurate information.

APPROVALS

The University has the following authorizations or approvals:

- Authorized under federal law to enroll non-immigrant alien students
- Approved for the training of veterans (not all programs are approved at all locations)
- Approved for the training of vocational rehabilitation students

MEMBERSHIPS

The University holds memberships in the following organizations:

- Alpha Beta Kappa Honor Society Alpha Omega Chapter
- Association of Private Sector Colleges and Universities
- Better Business Bureau
- Chamber of Commerce
- National Association of Colleges and Employers
- National Association of Student Financial Aid Administrators
- Service Members Opportunity College
- State Association of Student Financial Aid Administrators
- State College Placement Associations
- State Private School Associations
- University Continuing Education Association

ADVISORY BOARDS

Advisory boards at each Herzing University campus have been established to provide input on curriculum content. Members of the advisory boards are professionals and faculty from a variety of businesses and institutions. Their input and recommendations help ensure Herzing University offers educational programs that correspond with the skills and training required in today's competitive job market.

FACILITIES

Akron Campus
The Akron Campus occupies 34,000 square feet with newly remodeled instructional rooms consisting of classrooms, large lecture halls, computer labs, medical labs, dental labs, nursing labs, a library/resource center, student lounges, administrative offices, and faculty office areas. The average lecture class size is 30, and the average lab class size is from 8 to 30 students per instructor.

Atlanta Campus
Herzing University is located in the heart of Buckhead and the Atlanta financial district, offering opportunities for students to interact with business professionals. Herzing University occupies an 18,000-square-foot facility adjacent to the Lenox Mall with computer laboratories, an electronics laboratory, an allied health laboratory, a library/resource center, a student lounge, lecture rooms, and administrative offices. Average class size is 20 to 30.

Birmingham Campus
Herzing University occupies a 40,000-square-foot office building that it acquired in 1994 and completely refurbished to meet its needs for a modern educational center. The university has 14 classrooms, including six computer labs and two electronics labs. It also has a resource center/library, several break areas, a reception area, and administration and admissions offices. The average class size is approximately 20 to 30 students.

Brookfield Campus
Remodeled in 2010, Herzing University gives students access to the latest classroom learning equipment and state-of-the industry medical, technology, and design labs to simulate real-world situations. Located on South Executive Drive near Brookfield Square Mall, the 13,000-square-foot campus boasts floor-to-ceiling windows overlooking a nature conservancy to create a comfortable, open environment to stimulate the learning process. The campus is easily accessible by car and mass transit and offers free parking.

Kenosha Campus
Herzing University is located in a 14,000 square-foot building at the corner of 39th Avenue and Washington Road in Kenosha, Wisconsin. In addition to modern classrooms, the building provides a library; computer, science and healthcare labs; and student services facilities for admissions, registration, financial aid and career development services.

Madison Campus
Herzing University occupies a 40,000-square-foot facility specifically designed for the technological and allied health programs offered, including design, nursing labs, and a computer commons. This facility is located in a newly-developed technical and business park. The centrally positioned, glassed-in library and computer commons provide a sense of openness and easy access. Average class size is 20 to 25; lecture size is 15 to 60.

Minneapolis Campus

Herzing University occupies a 25,000-square-foot building containing classrooms, computer, medical, and dental labs, a library/resource center, student lounge, and administrative offices. Labs and classrooms are designed to facilitate the learning process with hands-on instruction. The average lecture class size is 25 but can be as high as 50, and the average lab class size is from 6 to 30 students per instructor.

New Orleans Campus

Herzing University is located in the Metairie/Kenner area of the city. Remodeled in 2010, the University presently occupies 17,000 square feet with classrooms, labs, a break room, a library/resource center, and faculty and administrative offices. Laboratories and classrooms have been designed to facilitate the learning experience with hands-on instruction on state-of-the-industry equipment. Average class size is 20 students or less.

Omaha School of Massage and Healthcare of Herzing University

The Omaha School of Massage and Healthcare of Herzing University is a 10,000-square-foot facility containing instructional classrooms, private therapy rooms, a spa room, a hydrotherapy room, and administrative offices. The massage clinic classroom is equipped with a variety of massage tables and massage chairs.

Orlando Campus

Herzing University is located at 1865 SR 436 in Winter Park and occupies 33,600 square feet in a campus atmosphere. There are classrooms, computer labs, a fully simulated nursing lab, a student lounge, a library/resource center, and related administrative offices included in the facility. The average class size is 25 or fewer students, with a maximum of 40 students.

Toledo Campus

Herzing University occupies a 17,000-square-foot building that was remodeled in 2008. The building is designed to facilitate the learning process. In addition to a large library/resource room, a wireless network, and modern classrooms, the facility offers a comfortable student lounge and is easily accessible by car and mass transit.

ACCOMMODATIONS FOR THE DISABLED

It is the policy of Herzing University to comply with the provisions of the *Americans with Disabilities Act* (ADA). The ADA prohibits discrimination against qualified individuals with disabilities on the basis of their disability. The ADA provides, in part, that qualified individuals with disabilities shall not be excluded from participating in or be denied the benefits of any program, service, or activity offered by the University. The ADA requires that all programs, services, and activities, when viewed in their entirety, be readily accessible to, and usable by, qualified individuals with disabilities. Students with disabilities who wish to request an accommodation under the ADA should contact their campus ADA Accommodations Coordinator, who serves as the disability coordinator for the campus.

LIBRARY/RESOURCE CENTER RESOURCES AND SERVICES

Herzing University provides library resources and services to students through an easily accessible electronic collection, campus libraries with collections, and professional library staff available to assist with reference and research inquiries.

Madison Campus Library

The electronic collection, available to students at both Herzing University campuses and in Herzing University online programs, includes over 40 general interest and specialized databases containing millions of items. A variety of resources, such as academic journals, ebooks, magazines, newspapers, reference materials, video and audio files, transcripts, and more, are included. Electronic resources are accessible 24/7 through the University's online learning system. Many of these resources are provided through the University's library membership in the library and Information Resources Network (LIRN). After matriculation, students are provided with user names and passwords that enable them to access the learning resources.

Herzing University students also have access to services offered by the library, including consultation with a professional librarian. The libraries support development of independent learning skills by offering research information and assistance for both focused and general research. The campus libraries also provide an ideal environment for individual study. In addition to the research collections, guides, tutorials, and other materials are available to support students with their research projects.

Circulation

Many of the items in our campus libraries are available to the current Herzing community for circulation.

- At the time of checkout, students present their Herzing student ID card as their library card.
- Please note that use of library resources is encouraged. There are some items that the library is not able to allow out for circulation and that are maintained for in-library use only. For example, reference materials, reserves, and some special collections fall in this category. See the local campus library for further information.
- Standard circulation periods and limits for circulating items to students are below.

Circulation Type	Borrowing Period	Maximum Checkouts
Chart	4 hours	2
Kit	4 hours	2
Model	4 hours	2
Multimedia	1 day	2
Reference (in-library use only)	0 days	0
Regular (books)	14 days	4
Reserve (in-library use only)	4 hours	1

Circulation Type	Borrowing Period	Maximum Checkouts
Serial	7 days	4
Supplies	4 hours	2
One (1) renewal may be arranged if no other patrons have asked to be on the waiting list for the materials.		

Intrasystem Loan

The Herzing University library maintains a catalog of the library materials available at each of the campus libraries, and current members of the Herzing community may request delivery of materials from one campus to another or direct delivery for students, faculty, and staff at Herzing University Online. The catalog can be accessed on the "Library" tab on Blackboard. There are three ways to place a request:

1. Electronically, by creating an account in the library catalog.
2. By contacting the Herzing librarians at ***US-Librarians@herzing.edu*** or 1-888-660-2826.
3. By contacting the staff at your campus library.

Once a request is received, the Herzing librarians will coordinate with the borrower and the campus library to determine if the materials are available and to make arrangements for delivery of the items. If an item is to be shipped from one campus library to another, there is no cost to the borrower. If the materials are to be shipped directly to the borrower, the library will pay for the postage to deliver the materials, and the borrower will pay for the return postage. Contact the librarians for more details.

Lost, Damaged, and Unreturned Materials

The Herzing University librarians will send reminders to borrowers for overdue materials, with a request that the materials be renewed or returned. If materials are not returned, or the library is notified that they are lost or damaged, the borrower may be charged for replacement of the materials.

Questions?

Contact the Herzing University librarians at ***US-Librarians@herzing.edu*** or 1-888-660-2826 with any questions regarding the Herzing University Library Circulation Policy.

CHANGES TO THIS CATALOG

Herzing University is committed to offering students a robust, current, and relevant curriculum. Curriculum, policies, and other matters discussed herein are subject to change at the discretion of the University. However, curriculum will not be changed to require existing students to take more credits to graduate than their original degree program, unless required by accreditation, state agencies, or other regulatory bodies. In this case, the University will ensure there is no adverse financial impact on the student. Changes will be reflected in an addendum to this catalog and will then be considered an integral part of this publication.

ADMISSIONS INFORMATION

UNDERGRADUATE ADMISSION CRITERIA

To be admitted to any Herzing University undergraduate program, a prospective student must complete an interview with a Herzing admissions advisor and fill out an application. The following factors are considered prior to acceptance:

1. Prior Education Requirement: An applicant must have a high school diploma or the equivalent. The University recognizes the following equivalents to a high school diploma:
   - A GED
   - A certificate demonstrating that the student has passed a state-authorized examination (for example, the California High School Proficiency Exam) that the state recognizes as the equivalent of a high school diploma. Note that certificates of attendance and/or completion are **not** included in this qualifying category.
   - An academic transcript of a student who has successfully completed at least a two-year program that is acceptable for full credit toward a bachelor's degree (i.e., an associate's degree).
2. Entrance/Placement Testing or Prior College Success: An applicant must demonstrate the capacity to succeed in college-level education. This must be evidenced through one of the following methods:
   a. Successful completion of an entrance evaluation administered with examination scores deemed appropriate by Herzing University.
   b. Successful completion of mathematics and English placement examinations with scores deemed appropriate by Herzing University to be placed out of both developmental mathematics and developmental English.
   c. Successful completion of a provisional admissions process as a non-degree or non-diploma seeking student (i.e., special student), whereby the applicant must complete all of the following:
      (1) Receive an entrance evaluation score deemed appropriate by Herzing University for placement in the provisional admissions process.
      (2) Take and pass PD 090 Student Success Skills.
      (3) Take and pass either MA 090 Fundamentals of Mathematics or EN 090 Principles of Communication.
      (4) Receive a positive recommendation from the campus academic dean upon completion of the provisional admission period.
   d. Submission of an ACT score of 17 or better or a combined SAT score of 1,275 or better or a score of 211 on the Gaokao (Chinese National Higher Education Entrance Examination) in place of the college entrance evaluation. (The college entrance evaluation is still required for math and English placement.)
   e. Successful completion of a minimum of 24.00 semester credit hours of college-level work with grades of "C" or higher at nationally or regionally accredited colleges or universities. (Students admitted under this method are still required to take the admissions evaluation for the purpose of determining if developmental English or mathematics courses are needed unless they have completed a college-level English composition course and a college algebra course with grades of "C" or higher.) Additionally, students attending the Atlanta Campus are still required to take the admissions examination per state guidelines, even if they have successfully completed the minimum 24.00 semester credit hours.
   f. For limited admissions programs (including dental hygiene and nursing), applicants may be required to complete a specialized admissions test, and only the most qualified applicants are admitted.
3. Personal Commitment and Professional Attitude:* Of importance for the applicant's success is willingness to make those sacrifices necessary to successfully complete the program of study and a commitment to adhere to the University's rules and expectations. An indication of personal commitment includes, but is not limited to, the applicant's willingness to invest in their own education by contributing financially toward their education each semester, separate from any financial aid available.

   * Note: For dental assisting and dental hygiene programs, this criterion is for advisement purposes only and will not be used in the admission decision by the University.
4. Availability of Time: An applicant must have the availability of time to attend classes and labs, to complete projects, and to submit assignments in a timely manner. An applicant must demonstrate an ability to devote a sufficient degree of time and effort to the program. Each student is expected to spend additional time outside of class hours studying, completing assignments, and doing research.

PROGRAM ADMISSION

Some programs or delivery formats (such as technology, dental hygiene, nursing, or the accelerated format) may have special admissions requirements. Refer to program descriptions and the EdFlex section of the catalog for any special admissions requirements.

UNDERGRADUATE NURSING ADMISSION REQUIREMENTS

Unconditional Admission

To be unconditionally admitted into a nursing program, nursing applicants must meet the following requirements in addition to the "Undergraduate Admissions Criteria" outlined above.

- Applicants must have a grade point average (GPA) of 2.50 or higher.

  Note: If an applicant has completed less than 12.00 semester credit hours of college courses, the high school GPA is used in the calculation. If an applicant has completed 12.00 semester credit hours or more of college courses, the college GPA is used in the calculation. If an applicant has a GED and less than 12.00 semester credit hours of college credits, a default high school GPA of "C" (2.50) will be used.

- Applicants must achieve at least the following minimum scores in each of the four composite areas from the most current version of the Test of Essential Academic Skills (TEAS).

	LPN Minimum Scores	RN Minimum Scores
Reading	63.7	69.0
Math	63.3	63.3
Science	42.7	45.8
English	57.4	60.0

- Applicants must have completed either high school biology or high school chemistry—or the college equivalent—with a "C" or better. (Note: Applicants to the Madison Campus nursing program must have completed high school math, biology, and chemistry—or the college equivalent—with a "C" or better.)

If there are more qualified nursing applicants than available openings, applicants will be rank-ordered for admission by grade point average (GPA).

Conditional Admission

On a space-available basis, a limited number of nursing applicants may be admitted to the University on a conditional basis. To be eligible to be conditionally admitted, nursing applicants must meet both of the following requirements:

- Have a high school or college GPA of at least 2.00.
- Achieve at least a minimum composite score of 42.0 for LPN programs and a minimum composite score of 48.0 for RN programs on the Test of Essential Academic Skills (TEAS).

Students conditionally admitted must successfully complete the following courses or tutoring, as applicable:

- PD 090 Student Success Skills (0.00 semester credit hours), if the grade point average is below 2.50.
- MA 090 Fundamentals of Mathematics (4.00 semester credit hours), if the TEAS math score is below 63.3.
- EN 090 Principles of Communication (4.00 semester credit hours), if the TEAS reading score is below 69.0 or the TEAS English score is below 60.0.
- At least 4.00 semester credit hours of natural science, (i.e., anatomy and physiology, biology, and chemistry) with a grade of C+ (76%) or better (or a science refresher tutoring program as prescribed by the campus Academic Dean) if the TEAS science score is below 45.8.
- Other supplemental tutoring, as determined appropriate by the campus Academic Dean.

A conditionally admitted student may complete the above coursework/tutoring as one of the following:

- A non-degree seeking (special) student
- While enrolled in a non-nursing academic program at the University
- While enrolled in the nursing program on a conditional basis

Upon completing the conditional requirements, students may transfer or continue in the nursing program on a priority basis at the next available opportunity.

Toledo Campus

ADDITIONAL ADMISSION REQUIREMENTS FOR NURSING, DENTAL, AND OTHER HEALTHCARE PROGRAMS

Applicable Programs. These additional admissions requirements apply to all programs with direct patient contact in clinical or internship settings. This includes, but may not be limited to, the following programs:

- Dental Assisting
- Dental Hygiene
- Emergency Medical Technician
- Insurance Billing and Coding Specialist
- Medical Assisting Services
- Medical Laboratory Technician
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology
- Therapeutic Massage

Drug Testing. Students in the above-listed programs may be required to pass a drug test prior to entering the first clinical or internship course that includes direct patient contact.

Immunizations and Health Checks. Verification of immunization history is required for all students admitted to the above-listed programs no later than 45 days after the first day of class or as indicated by the specific program. Students in some programs may be required to have the Hepatitis B immunization series. Students in healthcare programs may be exposed to bloodborne infectious diseases. Also, additional verification of the status of a student's health may be required during the program if deemed necessary to meet safety requirements.

Healthcare Policy Acknowledgement. These professions and the educational processes that lead to entry into those professions have a number of unique requirements and standards. All nursing, dental, and other healthcare students must accept and acknowledge the following statements of policy to enter or continue in any of these programs.

1. A student convicted of a felony or a misdemeanor other than a minor traffic violation for which a pardon has not been granted:
   a. May not be able to work in clinical sites required in the program (and thus would not be able to complete the program).
   b. May not be able to obtain a license from the state, even if the program is completed.
   c. May not be able to secure a job, even if licensed.
2. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course.
3. A student may be subject to drug and/or alcohol screening in conjunction with clinical classes, and a positive result from a screening could result in dismissal from the clinical and from the program.
4. Clinical hours may be scheduled at any time-of-day or day-of-the-week—day, night, late night, weekends, or holidays—and the student must be available to attend clinical sites at any time the student is assigned.
5. Clinical sites will require the student to have his/her immunizations up to date prior to the start of the clinical.
6. A student may be required to complete a physical exam showing that the student is free of disease that may be transmitted to patients, families, or employees and includes:
   a. Proof of TB skin testing and follow-up.
   b. Proof of Hepatitis B vaccination series or proof of immunity.
   c. Proof of MMR and Chickenpox vaccinations or proof of immunity.
7. Some clinical sites may require that a student be covered by his or her own personal or family health insurance.
8. Successful completion of clinical classes may require that the student be able to perform common physical tasks related to his/her duties to the satisfaction of each clinical site.
9. Patient privacy and the privacy of patient records must be protected, and failure on the part of the student to protect patient privacy or patient records could result in dismissal from the clinical site and/or from the program.

10. Missing clinical site assignments can be a basis for dismissal from the program unless the student has well-documented mitigating circumstances that are acceptable to the University.

11. Although initial class hours are established for the first semester, class hours after that period of time can change due to availability of facilities, faculty, or other factors, and classes may be scheduled mornings, afternoons, evenings, weekends, or holidays.

12. Students in the following courses must achieve at least a grade of C+ (76%) in each core course to make satisfactory academic progress, in addition to any other satisfactory academic progress criteria of the University: dental hygiene (DH), dietetics and nutrition (DN), dental science (DS), emergency medical technician (EM), medical laboratory (MT), nursing (NA, NB, NF, NM, NO, NW and PN), occupational therapy assistant (OT), physical therapist assistant (PT), radiologic technology (RT), and surgical technology (ST). A grade of less than C+ is equivalent to failing the course, and the course must be repeated at the student's cost. There is only one repeat allowed, and there may not be an immediate opportunity to repeat a course, depending on when it is next offered.

13. The cost of tuition and fees at Herzing University includes:

    a. The cost of instruction and the use of the University facilities, library, employment assistance, other normal services provided by the University to students, and supplies that are the normal part of lab courses (does not include personal writing instruments or stationery).

    b. Two nursing uniforms (not to include shoes or stockings).

    c. Students will be provided an eBook/electronic material for any course in which the University has adopted an eBook/electronic material; however, if an eBook/electronic material is not available, students will be loaned or provided a physical textbook. Students who participate, when applicable, in a campus textbook loaner program, are accountable for returning the textbook and/or software in a condition as described in the *Herzing University Textbook Loan Program Policy* (Policy). Fees may be assessed based on the condition of the textbook and/or software upon return to include non-return by the due date described within the Policy. If an eBook/electronic material is available for a course in which the University has adopted the eBook/electronic material, but a student prefers the physical textbook, the student will have the option to purchase (at their cost) the physical textbook for the difference in price between the cost of the eBook and the cost of the physical textbook, including shipping.

14. The student further understands that the cost of tuition and fees at Herzing University does not include the following:

    a. The cost of any required immunizations.

    b. The cost of personal health insurance that may be required to work at a clinical site.

    c. The cost of transportation to and from school or clinical sites, including parking.

    d. The cost of additional uniforms and apparel other than the two issued uniforms.

    e. The cost of criminal background checks or substance abuse tests.

    f. Any other cost that is not specifically identified above as being part of Herzing University tuition and fees.

15. A student in this program is a potential representative of the healthcare profession, and the student's actions and inactions may reflect on Herzing University and the clinical sites to which the student is assigned. Therefore, the student must conduct himself or herself in a professional manner, with integrity and responsibility. Failure to behave professionally can be a basis for dismissal from the program.

Kenosha Campus Graduates

Background Checks

Students planning a program of study leading to employment in some disciplines (including, but not limited to: healthcare, nursing, law enforcement, and public safety) may be required to undergo a background check before working in that discipline. If this process results in an adverse finding, the student may not be able to complete the internship course, complete the program, sit for certification examinations, or be employed in that discipline. A student may be required to pass a criminal background check and substance abuse test to the satisfaction of the clinical site prior to each scheduled clinical course.

ADDITIONAL ADMISSION ACKNOWLEDGEMENTS FOR WIND ENERGY TECHNOLOGY

Applicable Programs. These additional admissions acknowledgements apply to the following programs:

- Diploma in Wind Energy Technology
- Associate of Science in Wind Energy Technology

Wind Energy Technology Policy Acknowledgement. Because of the nature of the training leading to becoming a wind energy technician and the nature of the profession itself, these programs have a number of unique requirements that an applicant must acknowledge before being admitted into either of the programs. These are as follows.

1. Wind Energy Boot Camp: To complete the program, students must successfully take and pass AE 395 Wind Energy Lab/Boot Camp, which includes attending a two-week full-time residential "boot camp" training experience at a training facility near Chicago, Illinois. For the boot camp experience, the following requirements apply.
   a. A student's body weight prior to and throughout the boot camp cannot exceed 275 pounds due to weight limits for industry standard safety harnesses and other safety equipment used throughout the boot camp. Students will not be able to participate in the boot camp if they exceed this requirement. Students are also required to work and perform height safety and compliance training. Students must be able to work at heights both inside and outside. Therefore, it is possible that a student could successfully complete the classroom/online coursework and be denied participation in the required boot camp due to physical requirements or mental requirements associated with height safety.
   b. The cost of the boot camp is included in tuition, including air transportation to and from the training facility and lodging while attending the boot camp, as well as breakfast and lunch on training days (not including weekends). Meals for all dinners and all meals on non-training days (arrival days, departure days, and the middle Sunday of the training week) will be the responsibility of the student for the duration of the boot camp. However, if a student does not successfully complete the course, the cost of repeating the course—including transportation, lodging, and meals—will be the responsibility of the student.
   c. A student must agree to (and sign) an accident liability waiver to attend the boot camp.
   d. Students must be willing and able to climb stairs and ladders and work comfortably at heights of over 200 feet inside, outside, and on top of wind turbines.
   e. Students must be able to lift, push, pull, and carry items of at least 50 pounds in weight.
   f. Students must be willing and able to work in confined spaces.
   g. Students must be able to work with tools and have good manual dexterity, often with repetitive motion.
   h. Students must supply their own safety toe electrical hazard boots.
   i. Students may not wear metal piercing of any kind during electrical training.
   j. Students must abide by the training facility rules and regulations and the Herzing University Code of Conduct at all times.
   k. Students must be appropriately attired during training activities including long pants, short- or long-sleeved shirts, and safety toe electrical hazard boots. Clothing will be without inappropriate pictures and sayings including, but not limited to, alcohol or other inappropriate advertising or other inappropriate pictures or text.
2. Future Employment: Students should understand that future potential employers in the wind energy industry may have specific conditions of employment. These may include, but may not be limited to, the following.
   a. Students considering entering into the Wind Energy Technology program should understand they are entering into an emerging profession. Due to the nature of the work, employers often have a wide range of background check requirements including, but not limited to, evaluating criminal charges and convictions. Herzing University makes no promise as to the background check requirements or other personal background characteristics required by individual employers. It is possible that a student could complete all requirements for the program but not meet the specific employment requirements of an individual employer.
   b. Students considering entering into the Wind Energy Technology program should understand they are entering into an emerging profession. Due to the nature of the work, employers often have a wide range of physical requirements including weight. Employers

typically require students to weigh less than a range that is between 260 and 275 pounds to obtain employment. Herzing University makes no promise as to the specific weight requirements or other physical and mental requirements required by individual employers. It is possible that a student could complete all requirements for the program but not meet the specific employment requirements of an individual employer.

c. Employment will likely require relocation or significant travel to areas where wind energy is produced by wind turbines.

d. Applicants may need to pass a pre-employment (and subsequent) drug screenings.

e. Applicants and employees may be required to maintain a body weight within limits established by the employer due to weight limits on safety equipment.

f. Work schedules are likely to include nights, weekends, and holidays.

g. Applicants and employees may be required to have and maintain a valid driver's license, possibly including a commercial driver's license (CDL), which could be prohibited by convictions for DUIs or other crimes.

h. Employees may be prohibited from wearing metal piercing of any kind on the job due to electrical safety requirements.

i. Applicants and employees may be required to be willing and able to:

- Climb stairs and ladders and work comfortably at heights of over 200 feet inside, outside, and on top of wind turbines.
- Lift, push, pull, and carry heavy equipment and materials.
- Work in confined spaces.
- Work indoors and outdoors in a variety of sometimes severe weather conditions.
- Work with tools and have good manual dexterity, often with repetitive motion.
- Work in a physically demanding job, including walking, standing, stooping, kneeling, bending, climbing, and lifting for prolonged periods of time.

ADMISSION PROCEDURES

Prospective students are expected to complete an interview with a Herzing University admissions advisor. The advisor will provide information about programs, start dates, student services, and employment opportunities for graduates. Once all admission requirements have been fulfilled, the advisor will generally invite the prospective student to submit an electronic application for admission to the University. The applicant will be notified in writing of the action taken by the University with respect to his/her application. When an application has been accepted, the applicant must establish appropriate financial arrangements and complete the necessary documentation. Once the applicant has completed these arrangements, signed a University Enrollment Agreement, and paid an enrollment fee, the applicant will be considered an enrolled student and will be automatically registered for appropriate classes. Students do not have to register for classes; the University will schedule students for the applicable courses in each semester based upon their program of study. Students will have the right to request adjustments to their schedule, which will be accommodated whenever possible.

Application for admission is on a continuous basis; however, those who apply first are accepted first, and enrollment is limited. No one will be admitted to class after the second day of the class unless approved by the Academic Dean and the campus President.

ADMISSION APPLICATIONS

Although it is preferable for a prospective student to visit Herzing University to complete a Personal Information Record and an electronic application, the forms may be obtained in the following ways:

1. Contact Herzing University by phone or e-mail to request the necessary forms.
2. Complete a Herzing University application online at ***https://enroll.herzing.edu***.

INTERNATIONAL UNDERGRADUATE STUDENT ADMISSION

Herzing University is authorized by the U.S. Bureau of Citizenship and Immigration Service (BCIS) to accept and enroll non-immigrant students.

In order to be issued an I-20 authorization from the University, non-immigrant applicants must meet the University's general admissions requirements and provide the following documentation:

1. A certified copy of high school and college transcripts evaluated by a transcript evaluation service approved by the National Association of Credential Evaluation Services (NACES) or translated and certified as an official document by an active Herzing University affiliate.

2. ACT/SAT/Gaokao scores or transcripts indicating prior post-secondary coursework deemed appropriate for placement into the intended program. Successful completion of an entrance evaluation administered with examination scores deemed appropriate by Herzing University (the evaluation scores also determine if developmental course(s) are needed).
3. A notarized statement of financial support or a certified government sponsor letter indicating that tuition will be paid in advance of each semester (tuition for the first two semesters must be paid upon enrollment) and that all necessary living expenses for the international applicant will be provided. (Form I-134 may be used and is available online from the BCIS.)
4. Proof of English-language proficiency through any one of the following:
   a. A score of 500 or higher on the paper-based TOEFL.
   b. A score of 173 or higher on the computer-based TOEFL.
   c. A score of 61 or higher on the internet-based TOEFL.
   d. A score of 5.00 or higher on the IELTS.
   e. Documentation of successful completion of an intermediate English course from a designated ESL center.
   f. Documentation of successful completion of secondary studies (i.e., high-school level) in an English-speaking school (a minimum of four years).
   g. Documentation of successful completion of post-secondary studies (i.e., college-level) in English (a minimum of 12 semester hours).
   h. Documentation of successful completion of 4 years of secondary English language studies and one semester (or equivalent) of college-level English from an accredited college or university.
   i Documentation of alternative measures of English language proficiency, as deemed appropriate by Herzing University.
   j. Other options may apply for students attending through an affiliate program. Specifics would be outlined in the affiliate agreement or corresponding exhibits.

Minneapolis Campus

Herzing University is also authorized to accept and enroll international applicants currently attending other U.S. institutions who wish to transfer. In addition to providing the items listed above, transfer applicants must do the following:

1. Contact Herzing University by phone or e-mail to request the necessary forms.
2. Return the newly issued I-20 to Herzing University prior to attending classes.

Note: International students cannot receive U.S. federal financial assistance, nor can they work legally in the United States without permission from the BCIS. The level of career development offered to international students/graduates will vary and will depend on the employment opportunities permitted by applicable law and/or on the students'/graduates' visas. Herzing will provide career-planning strategies if requested by international students. Applicants applying from abroad should check with their consulate or embassy for other pertinent requirements or restrictions.

SPECIAL STUDENTS (ADMISSION OF INDIVIDUALS NOT SEEKING DEGREES/DIPLOMAS)

A *special student* is a student enrolled for courses not leading to a recognized credential degree or diploma. Applicants not seeking a degree/diploma must complete a Personal Information Record and an electronic application and meet the General Entrance Requirements for the University, except for the High School Transitions Program or other special circumstances approved by the Academic Dean. In addition, the applicant must meet specific program criteria (if any) for a technical course related to a program major. The University may waive prerequisites for technical courses when appropriate prior education or experience can be shown. If space is available, the applicant will be accepted as a *special student*. The applicant must pay for the course(s) desired, complete all applicable forms, sign a college enrollment agreement, and pay the required enrollment fee and Learner Resource Fee. *Special students* who apply for and are admitted to a degree/diploma may have credits transferred to the degree or diploma program for courses they have satisfactorily completed as a *special student*. *Special students* are not eligible for employment assistance or financial aid.

HIGH SCHOOL TRANSITIONS PROGRAM

The Herzing University Transitions Program is offered to high school juniors or seniors who wish to begin working on college credits while attending high school. Interested students may attend Herzing University and take up to 12 semester credit hours of study. High school students in the United States may take one course tuition-free. Participation is contingent upon space availability in classes. Current Herzing University students will be given priority if space is limited. The cost of all books and materials required will be the student's responsibility.

Students participating in the Transitions Program will be considered "Special Students." With the exception of a high school diploma or GED, the applicant must meet the University's general entrance requirements as well as specific program criteria (if any) for a technical course. The University may waive prerequisites for technical courses when appropriate prior education or competency in the course area can be demonstrated. Transition students will receive a transcript with the appropriate grade earned for the course taken.

The Herzing University Transitions Program is available only to high school students who:

1. Have completed their sophomore year of high school.
2. Have a cumulative grade point average of 2.50 or higher.
3. Submit an authorization signed by a high school official approving the student enrolling in the course(s) and verifying the information under parts (1) and (2) above. Authorization forms may be obtained from the Herzing Admissions Department.

READMISSION/REENTRY

A student who withdraws or is terminated from the University may apply for readmission or reentry. However, if a student has been terminated for lack of satisfactory academic progress, the student will be required to appeal to the Satisfactory Academic Progress Committee (refer to "Appeal Procedures"). Any student applying for readmission/reentry will be required to sign new enrollment documents, and all financial obligations from previous enrollment periods must be resolved prior to readmission/reentry. In order for a student to be readmitted in the same program, the student generally must have been making satisfactory academic progress at the time of withdrawal or termination. Caution: Students are advised that the availability of courses required may be more difficult to arrange if they have interrupted their program.

A student applying for readmission or reentry who previously completed coursework involving clinical or related skills (including courses in dental assisting, dental hygiene, medical assisting, nursing, radiology, and surgical technology) may be required to repeat some or all of this coursework depending on when the student was last enrolled. This is to ensure that reentering students can perform at skill levels necessary for student and patient safety. Reentering students are responsible for all applicable tuition and fees for repeated coursework. The University also reserves the right to modify curriculum for all programs, and reentering students are required to meet all program requirements existing at the time of their reentry. Certain programs may include additional stipulations for readmission/reentry, and students should reference specific application materials for these programs when considering program withdrawal or reapplication.

CONTINUING STUDENTS SCHEDULING

Continuing students who are making satisfactory academic progress and are current in their financial obligations to the University are automatically scheduled for future classes in their program of study. Adjustments may be made in consultation with the Registrar and Academic Dean based upon the Add/Drop Policy. Adjustments to schedules may affect the expected graduation date and the University's undertaking of having a student complete a bachelor of science degree in three years. For more information, please see the *Three-Year Bachelor of Science Degree Completion Policy* in the Academic Information section of this Catalog.

NEW STUDENT ORIENTATION

Herzing University's new student orientation (or online tutorial) helps entering students prepare for college. It also enables students to become acquainted with Herzing University and its services. Students attending face-to-face orientation will have the opportunity to meet the campus staff and faculty members and receive a review of important college policies and procedures. The University will send each enrollee a notification announcing the time and date of the new student orientation or online tutorial. The Herzing University Catalog is the official policy of the University. Students should seek clarification from the catalog if they are told or read any information inconsistent or contradictory with the official policy of the catalog, even in the unlikely event it is presented in orientation.

NONDISCRIMINATION

Herzing University, in recognition of its responsibility to its students, its faculty and staff, and the community it serves, reaffirms its policy to ensure fair and equal treatment in all of its admission practices for all persons. We will not discriminate on the basis of race, color, religion, sex, marital status, sexual orientation, age (except as mandated by state law) or national origin, nor against any qualified individual with a disability. Herzing University will not discriminate against any applicant for admission who is known to have a bloodborne infectious disease. Herzing University has no requirement for mandatory testing for bloodborne infectious diseases. Herzing University complies with all national, state, and local laws implemented to prevent discrimination and to promote equality.

For further information or inquiries regarding Herzing University's nondiscrimination policy, please contact Human Resources, 525 North 6th Street, Milwaukee, Wisconsin 53203, telephone: 414-271-8103, extension 01587.

TRANSFER OF CREDITS TO OTHER COLLEGES AND UNIVERSITIES

The decision to accept credit from another institution is entirely at the discretion of the receiving institution. Students should check with the school to which they desire to transfer to regarding the credits they may transfer. In the absence of an articulation agreement between Herzing University and another institution, no one at Herzing University can represent that specific credits will transfer anywhere. A list of the institutions with whom Herzing University has articulation agreements is available from the administrative office of the University and on the Herzing Website at ***www.herzing.edu/files/transfer_agreements.pdf***.

ADMISSIONS DISCLOSURE

Notification to Students

Herzing University students come from multiple states and have widely different career aspirations and goals. Each student is a unique learner and person. While Herzing University provides career services guidance to each student in finding employment in their chosen field, Herzing University does not guarantee employment. Factors unique to each student that can limit employment opportunities include, but are not limited to, the following.

- Conviction of a felony or serious misdemeanor
- Physical condition or health issues that prevent or hinder employment
- Geographical limitations and inability to relocate
- Poor work history
- Poor language skills or communication barriers
- Unique personality traits
- History of or contemporary substance abuse
- Personal bankruptcy
- Other issues that raise doubts in the mind of an employer as to the suitability of a student to become an employee
- Failure to meet the admissions standards of other institutions (for bachelor's or graduate programs)
- Failure to fully investigate and understand the specific licensing or certificate requirements for a chosen profession in a specific state or locale

Herzing University has a long and proud tradition of helping students enter and succeed in their careers. The student's unique situation may aid or hinder their career.

Disclaimer

Herzing University makes no promises or guarantees of licensing, certification, or employment. Due to unique factors and attributes of each student, it is possible that even after successfully completing a Herzing University program, a student may not find employment. Students should consider their own unique "employability" prior to enrolling in any college or career-preparation program.

ACADEMIC INFORMATION

GRADUATION REQUIREMENTS—GENERAL

The requirements for graduation are as follows:

1. Maintain a program grade point average of 2.00 or higher in the courses applicable to the student's program.
2. Complete the required number of credit or clock hours, and achieve a passing grade in all required courses.
3. Meet all terms of the Satisfactory Academic Progress policy (see Undergraduate Standards of Satisfactory Academic Progress), including rate of progress of required program courses.
4. Complete all associate's degree requirements within five years and all bachelor's degree requirements within ten years.
5. Other requirements may be included under individual program descriptions.

Note: Keyboarding skill is a requirement for graduation in the legal assisting/paralegal associate's degree program and selected healthcare programs.

AWARD OF CREDIT FOR PRIOR LEARNING

Herzing University is committed to awarding students entering and studying at the University the maximum credit possible for their prior learning. There are five ways to be awarded prior learning credit at Herzing University. These are: transfer of credit from other colleges or universities, award of credit through advanced placement testing, award of credit through portfolio evaluation, award of credit for military or industry courses and testing evaluated by the American Council on Education (ACE), and award of credit through competency-based exemption examinations administered through Herzing University.

Limitations

For a diploma program, the last 12.00 credits awarded for the diploma must be completed through coursework or exemption testing at Herzing University. For an associate's degree, at least 15.00 of the last 60.00 credits awarded for the degree must be completed through coursework or exemption testing at Herzing University. For a bachelor's degree, at least 30.00 of the last 120.00 credits awarded for the degree must be completed through coursework or exemption testing at Herzing University.

Prior learning portfolio(s) (under "Award of Credit Through Portfolio Evaluation" below) must be submitted no later than the end of the first 16 weeks of enrollment with Herzing University.

Transfer of Credit From Other Colleges or Universities

Applicants desiring to transfer credit to Herzing University for courses taken at other colleges or universities must have official transcripts sent to Herzing University from those colleges/universities. It is best if Herzing University receives official transcripts before class starts so that proper schedules can be prepared. For new students, this is typically done during the admission process prior to the beginning of the first term of enrollment but must be completed by the end of the first eight weeks of enrollment or reenrollment. Students reentering or reenrolling after a break in attendance with Herzing University who wish to have courses taken during the break evaluated for transfer must submit their official transcripts prior to the end of the first eight weeks of reentry or reenrollment. While enrolled at Herzing University, students are expected to take all their courses at Herzing University unless otherwise authorized in advance by the Academic Dean.

To receive credit for any college or university course taken elsewhere, all of the following apply:

1. The course for which credit is being sought must have been taken at an accredited college or university recognized by the United States Department of Education or a foreign college or university recognized as a degree-granting institution by their national government.
2. The course must be comparable to the course at Herzing University for which transfer credits are being sought.
3. The student must have earned a grade of at least a "C" or better in the course.
4. The proper authorities at Herzing University must receive the official transcript directly from the other institution.

A catalog or official description of the course from the previous college/university is required. As always, the acceptance of transfer credit is entirely at the discretion of the receiving college/university. In addition to the grade received, the length of time since the course was taken will be considered to ensure that the content is still applicable.

Award of Credit Through Advanced Placement Testing

Herzing University will accept credit for any applicable nationally recognized advanced placement testing. These include the following:

- Advanced Placement (AP) from the College Board. (See ***www.apcentral.collegeboard.com*** for more information.)
- DANTES Subject Standardized Test (DSST) from Defense Activity for Non-traditional Education Support (DANTES). (See ***www.getcollegecredit.com*** for more information.)
- College Level Examination Program (CLEP) from the College Board. (See ***www.clep.collegeboard.org*** for more information.)

Award of Credit for Military or Industry Courses or Certificatation Tests Evaluated by ACE

Herzing University accepts recommendations for award of credit for non-college military and industry courses and tests that have been evaluated by the American Council on Education (ACE). For example, many military courses in the Army, Navy, and Marine Corps have been evaluated for college credit by ACE, as documented on a Joint Service Transcript (JST). (Air Force training courses are transcripted as college courses directly by the Community College of the Air Force). For more information on credit recommendations for military courses, see ***www.militaryguides.acenet.edu***. Similarly, many private companies have had their training courses or certification tests evaluated for award of college credit by ACE. For instance, a company called StraighterLine offers many general education and other courses that fit in many Herzing programs that have been evaluated for college credit by ACE. (See ***www.straighterline.com***.) Also, Microsoft and other information technology companies have had their certification tests evaluated. For more information on credit recommendations for industry courses and tests, see ***www2.acenet.edu/credit***.

Award of Credit Through Portfolio Evaluation and Course Evaluation by CAEL

Herzing University accepts in transfer applicable experiential learning credits awarded through a prior learning assessment process administered by Learning Counts, an online prior learning assessment center under the auspices of the Council for Adult and Experiential Learning (CAEL), that is documented on an American Council on Education (ACE) transcript. Students wishing to have their prior experiential learning assessed through this process should complete the Learning Counts introductory course (CAEL 100: Prior Learning Assessment Theory and Practice) and submit their prior learning portfolio(s) no later than the end of the first 16 weeks of enrollment with Herzing. See the Learning Counts Website at ***www.learningcounts.org*** for more information.

Herzing also accepts recommendations for the award of credit by the National College Credit Recommendation Service under the auspices of CAEL. See ***www.nationalccrs.org*** for more information.

Award of Credit Through Competency-Based Exemption Examinations

A student who believes they have expert knowledge of the content of any course or courses based on work experience or other study may request to take a competency-based exemption examination administered by Herzing University. The exemption examination will be developed by a faculty member appointed by the Academic Dean and will be based on the course objectives (competencies) outlined for the course by the University. Students must achieve a grade equivalent to a B or better (85%) to be exempted from the course. Students will receive credit for the course(s) from which they are exempted, and the course(s) will be listed as "EX" on the student's transcript.

Students who wish to attempt to exempt any course or courses in their education program must do so prior to enrolling in the applicable course. Students interested in exempting courses should see the Academic Dean.

ACADEMIC LOAD FOR CREDIT-HOUR PROGRAMS OF STUDY

An undergraduate student's status is determined by the number of credits they are taking in a semester. The chart below defines the minimum academic load requirement per semester and the associated academic status.

Minimum Number of Credits (Academic Load)	Student Status
12.00 credits	Full-time
9.00 credits	Three-quarter time
6.00 credits	Half-time

Students desiring to take more than 18.00 semester credit hours in a semester must obtain the permission of the Academic Dean.

SEMESTER CREDIT-HOUR SCHEDULING

Herzing University operates on a semester system with three 16-week semesters per year normally divided into eight-or four-week sessions. Courses are offered either in a traditional classroom/lab format or a fully online format. For courses offered in the traditional classroom/lab format, the ratio of classroom/lab contact hours to semester credit hours awards is as follows:

- Lecture courses (including hands-on technology courses): 15 contact hours for each semester credit hour
- Science and healthcare labs: 30 contact hours for each semester credit hour
- Externship, practicum, and clinical courses: 45 contact hours for each semester credit hour

Study Time: Different students learn at different rates. However, students taking courses onground should expect to spend two (2) hours in study and preparation for each hour spent in lecture. This would include reading, papers, projects, exercises, study, and other preparation. Similarly, students should expect to spend one (1) hour in study and preparation for each two (2) hours spent in lab.

Online students should expect to spend a minimum of six (6) hours per week (over a 7½-week period) in their studies for each semester credit

hour enrolled. This would include reading, researching and writing papers, doing projects, completing exercises, studying, and reflecting on the course material as well as the time spent on the computer participating in discussion threads, reviewing online course materials, taking tests, and uploading/downloading materials. The time devoted to classes scheduled for other than 7½-week periods would adjust proportionately.

EDFLEX EDUCATION OPTIONS

EdFlex at Herzing University is a range of learning format options students may have available to choose from. Courses may be offered in a traditional classroom or an online format. Students may select the format that best fits their educational needs and circumstances when available. Not all formats are available at all campuses for all courses. Check with your local campus for availability.

Traditional Classroom Course Format

The traditional classroom format is intended for students wanting to pursue their courses in a traditional classroom setting. Students may combine the classroom format with the online format by taking some courses online and others in the traditional format.

Online Course Format

The online format is intended for students who are not near one of our campuses or who prefer the flexibility of an online education. Students living near one of our campuses may combine the online format with the classroom format by taking some classroom courses on the campus and others online.

Hybrid Course Format

The hybrid course format is intended to combine some of the high-touch aspects of the traditional classroom format with some of the scheduling flexibility of the online format by replacing some of the face-to-face contact time from a lecture or lab course with online learning activities.

SOFTWARE AND TECHNOLOGY REQUIREMENTS

Students may be scheduled to take courses online or in a hybrid format, and many courses use electronic textbooks (eBooks); therefore, the following are minimum computer system requirements for both PC and Mac users who are taking courses online or using eBooks. Students enrolled in the medical assisting, nursing, graphic design, or technology programs have additional requirements.

PC Users (Online Students)

- Microsoft Windows XP SP3, Windows Vista SP2, Windows 7, or Windows 8 operating system (presently not Windows 8 RT)
- A minimum of 2,048 megabytes (2.0 GB) of internal memory
- A minimum of 1.5 gigahertz (1,500 MHz) processor
- A minimum of 15 gigabytes (15.0 GB) free storage/hard drive space
- At least a dial-up speed Internet connection (broadband *strongly* recommended)
- Internet Explorer 8.0 or higher or Firefox (Firefox is freeware, downloadable from the web)
- Monitor resolution of 1,280 x 800
- CD/DVD reading drive

Mac Users (Online Students)

- A 32- or 64-bit Intel-based Apple Macintosh with Windows boot capability
- Boot Camp or Parallels (program required to run Windows on MAC)
- MAC OS X 10.5.7 or higher
- A minimum of 2.0 gigabytes (2.0 GB) RAM
- A minimum of 20 gigabytes (20.0 GB) free storage/hard drive space
- At least a dial-up speed Internet connection (broadband *strongly* recommended)
- Safari 4.0 or Firefox
- Monitor resolution of 1,280 x 800
- CD/DVD reading drive

Additional Requirements for eBooks (Online and Ground Students)

- Software Requirements: Windows users are required to install Microsoft .NET 3.5 SP1 and .NET 4.0

Additional Requirements for Graphic Design Students (Online and Ground Students)

All students will be provided with a student version of Adobe Creative Cloud (replaces Adobe Creative Suite as of July 2014).

- Students will receive information about the current Adobe applications from their instructor.
- Flatbed scanner: 600 dpi x 600 dpi; size 8.5” x 11”

- Digital camera with manual white balance, semi-automatic (minimum) or manual (preferred)
- 30 gigabytes (30 GB) storage/free hard drive space
- 512 megabytes (512 MB) video card
- CD/DVD burner *highly* recommended
- 200 gigabytes external hard drive *highly* recommended

Additional Requirements for Medical Assisting and Nursing Program Students (Online and Ground Students)

- Students will need access to a scanner to upload timesheets and other course material signed off by a clinical site designee and/or proctor.

Additional Requirements for Technology Students (Online Students)

Mac users will not be able to use Oracle 11g (no 11g release for Mac). Students using a Mac in their technology courses will need to use a PC for Oracle 11g or use 10g Release 2 for the Mac.

- A PC is *strongly* recommended for technology courses

Note: Technology requirements can be accessed on the Herzing Website ***www.herzing.edu/admissions/technology-requirements****. Students taking courses online should have a technology backup plan in case their normal technology is not operable for a period of time.*

ONLINE EDUCATION

Herzing University offers many of its courses and some full programs of study that lead to credentials in an online format. Not all of Herzing University's programs are offered online. There can be substantial difference in programmatic accreditation, which may be a requirement to sit for licensure or certification. Students should independently investigate and ensure that the program they desire is offered through Herzing University's Online Campus and in the appropriate format to meet their desired potential career outcome. Students should rely only on the written information provided in the academic catalog and not on oral representations or other documents. Some licensing and certifying agencies and employers limit the number of online courses a student can take and still be eligible for licensing, certification, employment, or tuition reimbursement. Students should independently investigate any such limit impacting their educational program or career outcomes and make an informed decision concerning online education.

Below is a listing of undergraduate programs offered online. Some programs may require an onground learning component such as a clinical, bootcamp, or externship/internship. The programs with an asterisk (*) currently require an onground component.

- Bachelor of Science in Accounting
- Bachelor of Science in Business Management With No Concentration
- Bachelor of Science in Business Management With a Concentration in Business Administration
- Bachelor of Science in Business Management With a Concentration in Entrepreneurial Studies
- Bachelor of Science in Business Management With a Concentration in Human Resource Development
- Bachelor of Science in Business Management With a Concentration in International Business
- Bachelor of Science in Business Management With a Concentration in Marketing
- Bachelor of Science in Business Management With a Concentration in Project Management
- Bachelor of Science in Criminal Justice With No Minor or Concentration
- Bachelor of Science in Criminal Justice With a Concentration in Homeland Security
- Bachelor of Science in Criminal Justice With a Concentration in Supervision and Management
- Bachelor of Science in Graphic Design With No Declared Concentration
- Bachelor of Science in Graphic Design With a Concentration in Print Design
- Bachelor of Science in Graphic Design With a Concentration in Web Design
- Bachelor of Science in Health Information Management *
- Bachelor of Science in Healthcare Management and/or With a Dental Hygiene Emphasis
- Bachelor of Science in Homeland Security and Public Safety With No Minor or Concentration
- Bachelor of Science in Information Technology With No Concentration
- Bachelor of Science in Information Technology With a Concentration in Network Management
- Bachelor of Science in Information Technology With a Concentration in Security Technology
- Bachelor of Science in Legal Studies ▲
- Bachelor of Science in Nursing—RN to BSN Bridge *
- Bachelor of Science in Software Development With No Declared Minor or Concentration
- Bachelor of Science in Software Development With a Concentration in Computer Programming
- Bachelor of Science in Technology Management
- Associate of Science/Associate of Applied Science in Accounting
- Associate of Science/Associate of Applied Science in Business Management

- Associate of Science/Associate of Applied Science in Business Studies
- Associate of Science/Associate of Applied Science in Criminal Justice
- Associate of Science/Associate of Applied Science in Design Studies
- Associate of Science/Associate of Applied Science in Graphic Design
- Associate of Science/Associate of Applied Science in Health Information Management *
- Associate of Science/Associate of Applied Science in Healthcare Management
- Associate of Science/Associate of Applied Science in Information Technology
- Associate of Science/Associate of Applied Science in Insurance Billing and Coding Specialist
- Associate of Science/Associate of Applied Science in Legal Studies
- Associate of Science/Associate of Applied Science in Medical Assisting Services *
- Associate of Science/Associate of Applied Science in Medical Office Administration
- Associate of Science/Associate of Applied Science in Software Development
- Associate of Science/Associate of Applied Science in Technology Studies
- Associate of Science in Wind Energy Technology
- Diploma in Bookkeeping and Payroll Accounting
- Diploma in Insurance Billing and Coding Specialist
- Diploma in Medical Assisting Services *
- Diploma in Medical Office Administration
- Diploma in Wind Energy Technology

▲ *Students at the Atlanta and New Orleans campuses must complete all paralegal courses at the campus in a traditional classroom format. The online bachelor's and associate's degrees are not approved by the American Bar Association.*

See the Herzing University Graduate Catalog for a listing of online graduate program offerings.

Online education results in the following benefits:

1. Students may be able to take a course that is not offered at the campus they attend in the academic period they need it.
2. Students who are unable to take preferred classes due to space or other limitations (e.g., "wait-listed students") may be able to take courses online and avoid disrupting their matriculation.
3. Students may be able to continue their program of study online when life changes (e.g., changes in employment status or physical condition) make it impossible for them to attend traditional courses.
4. Students may be able to take a program of study at Herzing University even if they do not live near a campus.
5. Students will gain valuable interactive experience with a medium that has become increasingly more crucial and pervasive. Effective use of the Internet will also provide a means of communication and a method for accessing and disseminating information for students and staff.

Criteria for Participation

Participation in online course offerings by currently enrolled Herzing University students can be initiated by the student or by the institution. Participation in an online course may be necessary to meet specific graduation timelines such as a three-year bachelor's degree. In all cases, whether student- or institution-initiated, the campus Academic Dean has the final authority regarding admission to the online courses. The additional criteria that must be met by currently enrolled Herzing University students for admission to an online course are:

1. The student must have all of the appropriate technology (e.g., hardware and software) available to him/her as well as a technology backup plan or other available computer/internet access in the event their primary computer or laptop is unavailable. Current software and technology requirements are listed in the Academic Information section of the catalog.
2. The student must have appropriate computer skills (e.g., keyboarding, word processing, etc.).
3. The student must complete an online orientation session prior to starting their online course.

Optional: Students pursuing a full program online must fulfill the same admissions criteria as on-campus students (see the "Admissions" section). The required personal interview is conducted over the phone.

Student Services

Herzing University students who participate in an online course or programs are eligible for any/all student services offered by the University. These services typically include financial aid for those who qualify, employment assistance, academic advising, tutoring programs, and learning resources.

These services will be provided to the student electronically, through use of e-mail or referrals to Internet websites, or telephonically. Students are linked to these services, such as financial aid, on Herzing University's Website located at ***www.herzing.edu/***. Learning resources are available to online students through the Library Information Resources Network (LIRN). After admissions requirements are met and satisfactory financial arrangements have been made, online students will be provided with LIRN's Uniform Resource Locator (URL), Herzing University campus code, and a personalized ID number. If a student has difficulty in accessing or navigating the LIRN Website, he/she will be able to contact the campus librarian for assistance. Assistance will be provided electronically via e-mail or over the telephone, as needed. Career development services for online graduates include completion of the Professional Development II course, assistance with online employment databases, coaching in the résumé development process, and help with devising a strategy to independently locate local job opportunities. Online students may also contact the Academic Support Center for assistance with understanding course materials via a link in each online course.

Technical support can be contacted by calling (866) 350-5017 or by e-mailing ***support@onl.herzing.edu***.

Method of Instruction

Instructional methods may include lecture in written, audio, and video forms, presentations, small group discussions, small group presentations, online audio-conferences, electronic blackboard, threaded discussion, online chat, peer critiques, and e-mail. Students are expected to log in and actively participate several days per week and are expected to spend approximately 18 hours per week on class educational activities when taking a three-credit course scheduled over eight weeks. For courses of a greater or lesser number of semester credit hours, the time commitment will be proportional. In addition, there may be extra reading, studying, and assignment completion requirements during offline time.

GRADING POLICIES

Grade Scale

In most cases, letter grades are awarded as shown below, unless a different scale is outlined in a specific course syllabus.

Letter Grade	Quality Points	Percentage Range
A	4.00	93-100
A-	3.75	90-92.99
B+	3.25	87-89.99
B	3.00	83-86.99
B-	2.75	80-82.99
C+	2.25	76-79.99
C	2.00	70-75.99
D+	1.25	66-69.99
D	1.00	60-65.99
F	0.00	Anything below the minimum passing grade for the course
P	n/a	70% or better

Letter Grade	Explanation
AU	Audit
EX	Exempt
F	Fail
I	Incomplete
P	Pass
TR	Transfer
W	Withdrawal Prior to the Mid-Point of the Course

Minimum Passing Grade

The minimum passing grade in most courses at Herzing University is a D (60%). However, the minimum passing grade for the following healthcare core courses is a C+ (76%):

- Dental Hygiene (DH)
- Dental Science (DS)

- Emergency Medical Technician (EM)
- Medical Laboratory (MT)
- Nursing—NA, NB, NF, NM, NO, NW, and PN (Note that NB courses that are taught in the Bachelor of Science in Nursing—Bridge [BSNB] program are excluded from this minimum passing grade and require a D [60%] or higher)
- Occupational Therapy Assistant (OT)
- Physical Therapist Assistant (PT)
- Radiologic Technology (RT)
- Surgical Technology (ST)

Other courses may have other specific minimum passing grades, in which case they will be outlined in the course syllabus. When the minimum passing grade is not achieved, a grade of F is assigned.

Orlando Campus Nursing Graduates

Courses With Separate Lab or Clinical Components

For courses with separate classroom (lecture), lab, or clinical components, generally, students will be awarded a single grade for both the classroom (lecture) and lab/clinical components, and students must successfully pass both components to pass the course. Therefore, if a student fails either the classroom (lecture) or the lab/clinical component of the course, the student will be required to repeat both the classroom (lecture) and the lab/clinical components. Exceptions must be approved by the academic dean.

Incompletes

A grade of Incomplete (I) will be given to a student only in cases where the student is not able to complete the work for a course due to extenuating circumstances. It is only given with the permission of the Academic Dean. If the "I" is not removed and replaced with the actual grade earned within two class weeks after the start of the next academic period, it will automatically be replaced with the grade of "F," and the course will have to be repeated if required for graduation.

Transfer Grades

A grade of Transfer (TR) will be given to a student denoting credits allowed toward completion of a program based on completion of transferable work at another post-secondary institution. (See "Transfers of Credits from Other Colleges and Universities.") No more than 75% of a student's credits or clock hours toward a degree/diploma may be transferred to the University. A grade of (TR) is not calculated into the grade point average.

Exemption Credit

A grade of Exempt (EX) will be given to a student denoting credits earned toward completion of a program by achieving a score of at least 85% on a comprehensive examination in a course which is an element of that program. No more than 25% of the student's credits toward a degree/diploma may be exempted and in combination with transfer credits may not exceed 75% of the credits toward a degree/diploma. Students who wish to attempt to exempt any course or courses in their education program may attempt the exception examination at any time prior to enrolling in the applicable course. An exemption may result in a change of status from full-time to part-time and may impact a student's financial aid award. A fee will be charged per course exemption attempted. For additional information on exemptions, see the "Course Exemptions" section of this catalog.

Withdrawals

A grade of Withdrawal (W) will be given to a student withdrawing prior to the midpoint of any course. A "W" will not be calculated into the grade point average but will be counted as a course attempted. As such, it can affect a student's satisfactory academic progress. Refer to the "Standards of Satisfactory Academic Progress" section of this catalog for more information. Following the midpoint of the course, a letter grade must be assigned.

Pass/Fail

A grade of Pass (P) will be given to a student who successfully completes any developmental education courses and may be assigned in other courses in rare circumstances. Academic credit will be earned; however, a "Fail" will be counted as a course attempted, and a "Pass" will be counted as both a course attempted and a course completed for purposes of calculating a student's pace toward completing the program for satisfactory academic progress.

Grade Point Average

Each grade is assigned a numerical value on a 4.00 system as shown under quality points in the chart below. In order to determine a student's program grade point average, the credit or clock hours for each course are multiplied by the quality points for the grade earned in the course. The total number of points, as calculated, is then divided by the total number of credits or clock hours to obtain the program grade point average. A sample calculation is shown:

Course	Grade	Quality Points	Credits	Total Points
MA 107 College Algebra	B	3.00	4.00	12.00
PS 101 Psychology	C	2.00	3.00	6.00
IS 170 Visual Basic I	B	3.00	4.00	12.00
IS 112 Computer Networks	A	4.00	4.00	16.00
Totals			**15.00**	**46.00**

The sum of 46.00 total points divided by 15.00 credits gives a grade point average of 3.07. In the case of a course being repeated, the second grade earned is used to determine the program grade point average. Any courses below the 100 level (i.e., EN 090, MA 090) are not included in the grade point average calculation.

ADDITIONAL COURSEWORK

Other college courses may be selected outside a student's program of study within this catalog (with the approval of the Academic Dean) for which the student has the appropriate prerequisite. Any additional coursework taken will count as attempted courses for purposes of satisfactory academic progress.

GRADUATION CEREMONY

Students who have completed all of the requirements for a diploma or degree may participate in the graduation ceremony sponsored by either their local campus or another Herzing University campus. Online graduates may participate in any Herzing University graduation.

Students who are in their last semester of study may apply to participate in a graduation ceremony prior to their actual graduation. In these cases, the graduation program will indicate that actual graduation will be pending successful completion of diploma/degree requirements. Students wishing to "walk early" should check with their academic dean for specific policies and procedures. "Walking early" does not confer a diploma, certificate, or degree on a student. All graduation requirements must be met prior to the actual awarding of a diploma, certificate, or degree.

ACADEMIC AWARDS

Semester Awards

Students who complete six or more semester credit hours within a semester and achieve a semester grade point average of 3.50 will be placed on the Dean's List, and those who achieve a semester grade point average of 4.00 will be placed on the President's List. Other semester awards may be available for students to apply for. Please contact your campus for additional information.

Graduation Awards

Honors Graduates From Associate's and Diploma Programs: Any graduate who has obtained a program grade point average of 3.50 or higher will be considered an *Honors Graduate* and will have such status appropriately noted on the graduation exercises program and on the student's degree/diploma. Other graduation awards may be noted on the graduation exercises program and on the student's degree/diploma.

Honors Graduates From Baccalaureate Programs: An *Honors Graduate* from a baccalaureate program is eligible for one of the following designations and will have such status appropriately noted on the graduation exercises program and on the student's degree/diploma.

Title	Program GPA
Cum Laude	3.50–3.69
Magna Cum Laude	3.70–3.89
Summa Cum Laude	3.90–4.00

Student of the Year Award

This award will be given to one student in each graduating program or to one student for the entire graduating class who has accomplished all of the following:

- Is an *Honors Graduate*
- Has maintained a high attendance average
- Has demonstrated leadership and inspiring attributes throughout the program
- Has made outstanding contributions to the University and to fellow students

Herzing Cup

The Herzing Cup is awarded for the best presentation by a student or student group (a maximum of four students to a group). The presentation must involve some analysis and study of a product, service, design, or process with the purpose of introducing a new product, service, design, or process or improving an existing one. The presentation is judged upon its overall effectiveness and professionalism, clarity of expression, proper grammatical usage, and organization.

Herzing Campus Project Award

This is a campus award, with each campus choosing the specific department and project, e.g., Technology, Business, Graphic Design, Public Safety, or Healthcare. This award is for the best capstone or other project in each department at each campus based upon the following:

- Professional level of the content
- The importance and practicality of the project
- Quality of the work
- Originality

If this is a team effort, the team should be made up of no more than four students. A team or individual may win both the Herzing Cup and the Herzing Campus Project Award.

SERVICE QUALITY ASSURANCE

Herzing University is committed to the complete satisfaction of our students and their employers. We pride ourselves in providing a quality, student-centered educational experience that successfully prepares our graduates for employment. We offer the following written service quality assurance to our valued student and employer customers.

Assurance to Students

A Herzing University student may retake any course that he or she is dissatisfied with at no additional charge for tuition provided the student completed and passed the course with a "C" or better, demonstrated compliance with the stated attendance policy for the course in question, is not in default on his/her student loan(s), and is current in financial standing with the University.

Assurance to Employers

If an employer feels a Herzing University graduate is not functioning satisfactorily in a job reasonably related to his or her program of study that had been completed within the last 12 months, Herzing University will allow the student to retake any course offered in the student's completed curriculum without tuition cost to the student or the employer.

Notes on the Service Quality Assurance Policy

1. For employers, a phone call or letter to the Department of Career Development, the Academic Dean, or campus President/Director will be sufficient to allow students to repeat any course(s) that the employer believes is/are necessary.
2. The student repeating a course will be expected to attend a class (on a space-available basis) offered in the University's normal class schedule.
3. A student repeating a course will do so on an "audit" basis (i.e., no grade will be received, and the student's academic performance will not affect his or her transcript).
4. A student repeating a course under the student assurance above must do so within 12 months of completing that course. Please note that the student is responsible for the purchase of books and materials.

THREE-YEAR BACHELOR OF SCIENCE DEGREE COMPLETION POLICY

For programs of 130.00 semester credit hours or less, students will be provided the classes they need to complete their bachelor of science degree in three years, or Herzing University will provide, at no tuition cost to the student, any additional courses required. The student may

be required to take some courses online to remain on schedule. This policy does not apply to students transferring to Herzing University from other colleges or universities.

Student Conditions

The student must meet the following conditions in order to qualify for the policy:

1. Attend all of the semesters each year after matriculating. Herzing University offers three semesters of instruction a year (i.e., year round).
2. Carry a normal full course load of at least 16.00 semester credit hours each semester.
3. Follow the course schedule, including online courses, as established by the Academic Dean and not fail or withdraw from any course.
4. Earn a passing grade in each course.
5. Maintain a 2.00 or better program grade point average.

UNDERGRADUATE STUDENTS TAKING MBA PROGRAM COURSES (DUAL ENROLLMENT)

Undergraduate students within 36.00 semester credit hours of graduation from a bachelor's program may take up to four MBA program courses (12.00 semester credit hours). The course(s) may be applied at the undergraduate level as electives or as course substitutions (with the approval of the academic dean). If the student is later accepted into the Herzing MBA program, the course and grade will be applied to the program. Course(s) will be graded according to the graduate grading scale. To be eligible, students must have a minimum undergraduate grade point average of 2.70 at the time of registration.

BACHELOR'S AND MBA DEGREES IN FOUR YEARS WITH DUAL ENROLLMENT

Students who meet the criteria below can complete both their bachelor's degree and MBA degree in four years (12 semesters total).

- Complete a Herzing University bachelor's degree in three years (nine semesters) under the *Three-Year Bachelor of Science Degree Completion Policy* in the Herzing University Undergraduate Catalog.
- Successfully complete 12.00 semester credit hours of graduate study as an undergraduate student under the *Undergraduate Students Taking MBA Program Courses (Dual Enrollment)* policy in the Herzing Undergraduate Catalog.
- Meet the admissions requirements of the MBA program in the Herzing University Graduate Catalog.
- Enroll full-time in the MBA program (at least 9.00 semester credit hours) each semester while in the MBA program.
- Meet the graduate satisfactory progress and graduation requirements outlined in the Herzing University Graduate Catalog.

MULTIPLE DEGREES AT THE SAME LEVEL

Students who wish to complete two or more degrees at the same degree level (i.e., a second bachelor's degree after completing their first bachelor's degree at Herzing University) must complete all of the degree requirements for each subsequent degree, including at least 15.00 semester credit hours of coursework not applied to their previous Herzing University degree(s).

CURRICULUM CHANGES

As educational programs are modified and updated to meet the needs of the students and the community, the University may need, and has the right upon approval of appropriate entities, to change the course curriculum, schedules, prerequisites, requirements, or courses for which there is insufficient enrollment. However, curriculum will not be changed to require existing students to take more credits to graduate than their original degree/diploma program, unless required by accreditation, state agencies, or other regulatory bodies. In this case, the University will ensure there is no adverse financial impact on the student. Changes will be reflected in an addendum to this catalog and will then be considered an integral part of this publication.

INSTITUTIONAL ASSESSMENT OF STUDENT ACADEMIC PERFORMANCE

Herzing University is committed to the continual improvement of its educational processes and programs. To accomplish this, the University periodically conducts an assessment of student academic outcomes. Consequently, students can expect to participate in academic outcomes assessment activities during their educational experience at the University.

The aggregated results of these assessment activities will be used exclusively to identify relative strengths and opportunities for improvement in the University's educational processes and programs. The results for individual students will be kept strictly confidential, will not be maintained, and will not affect their academic standing in any way.

DEVELOPMENTAL STUDIES

The Herzing University administration and faculty recognize that the University's students come from a variety of academic backgrounds. Consequently, the University acknowledges the need for and provides specialized developmental studies to assist students in making the transition to the University's programs of study. These courses are designed to help students succeed in their college-level studies by improving their study, reading, writing, and mathematics skills. Fundamental knowledge of these skills is important in establishing a foundation for academic success at Herzing University and in the student's chosen career field.

All students have the opportunity to take standardized admissions and placement examinations to assess their individual need for developmental coursework. If a student scores sufficiently high on the standardized tests, they may elect to be placed out of the appropriate developmental course(s). Otherwise, they will be scheduled for the developmental courses in addition to the coursework within their program of study which, in turn, will be a graduation requirement and may increase the length of time to graduate and increase corresponding costs.

Students scheduled in developmental studies courses benefit because:

1. They have the opportunity to assess their skills prior to beginning classes in order to identify the specific areas in which developmental coursework may be needed.
2. The developmental coursework is focused on the specific area of need identified by the placement examination.
3. This type of coursework helps to increase the student's confidence and can encourage students to establish higher academic expectations.
4. Specialized developmental coursework can reduce the anxiety of adult learners who may be returning to academic endeavors.

The developmental course(s) a student may be scheduled for are:

- **EL 081 Basic English Level 1** (360.00 clock hours): EL 081 is the first of four developmental courses designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. A student may take this course before enrolling in a Herzing program. Students may be placed out of EL 081 if they score above an established score on the placement examination.
- **EL 082 Basic English Level 2** (360.00 clock hours): EL 082 is the second of four developmental courses designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. A student may take this course before enrolling in a Herzing program. Students may be placed out of EL 082 if they score above an established score on the placement examination.
- **EL 083 Basic English Level 3** (360.00 clock hours): EL 083 is the third of four developmental courses designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. A student may take this course before enrolling in a Herzing program. Students may be placed out of EL 083 if they score above an established score on the placement examination.
- **EL 084 Basic English Level 4** (360.00 clock hours): EL 084 is the fourth of four developmental courses designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. A student may take this course before enrolling in a Herzing program. Students may be placed out of EL 084 if they score above an established score on the placement examination.
- **EL 085 Introduction to Conversation and Culture** (45.00 clock hours): EL 085 will offer international or ESL students an opportunity to practice speaking and listening in American English. Students will need to take this preparatory course if they have not attended a four-year English-speaking high school.
- **EN 090 Principles of Communications** (4.00 semester credit hours): EN 090 helps students build basic writing skills in advance of English Composition I. Students may be placed out of EN 090 by scoring above an established score on the English Composition placement examination (normally the Writeplacer).
- **EN 096 Reading Comprehension** (2.00 semester credit hours): EN 096 helps students to develop reading comprehension skills. Students may be placed out of EN 096 by scoring above an established score on the English comprehension portion of the TEAS test.
- **MA 090 Fundamentals of Mathematics** (4.00 semester credit hours): MA 090 helps students build basic math skills in advance of College Algebra. Students may be placed out of MA 090 by scoring above an established score on the mathematics placement examination (normally the Accuplacer arithmetic test).
- **PD 090 Student Success Skills** (0.00 semester credit hours): PD 090 is a free, non-credit course of about 15.00 contact hours in duration (or the equivalent in an online mode). The course is taken early in the student's studies at Herzing University (preferably in the first term) and helps students build effective study skills. Students may be placed out of PD 090 if they score above average on the admissions examination (i.e., SAT, ACT, or the Wonderlic).

- **SC 090 Foundations of Science** (0.00 semester credit hours): SC 090 is a free, non-credit course of about 15.00 contact hours in duration (or the equivalent in an online mode). The course is taken early in the student's studies at Herzing University (preferably in the first term) and helps students build a foundation of core scientific principles in advance of their required science courses. Students may be placed out of SC 090 if they score above average on the admissions examination (i.e., SAT, ACT, or the Wonderlic).

Students who do not advance sufficiently to pass the developmental courses will be required to repeat the course(s) until a passing grade of 70% or above is achieved.

WITHDRAWAL

Withdrawals From Individual Courses

Students may voluntarily withdraw themselves from a course at any time by notifying the Academic Dean or Registrar. If a student has already attended **(in-person attendance for a campus-hosted course and active participation in an online course—this is indicated as attending/ actively participating throughout the catalog)** in the class he/she wishes to drop, then the grade for the course will be based on the date the withdrawal is requested. If the request to withdraw from an individual course is before the midway point of the course, the grade assigned will be a "W." If the request to withdraw from an individual course is after the midway point, a letter grade will be assigned. The midpoint of the course varies, depending on the length of the course. For example, in a four-week course, the midpoint of the course starts on the Monday of the third week. In an eight-week course, the midpoint of the course is the Monday of the fifth week. In a 16-week course, the midpoint of the course is the Monday of the ninth week.

The course letter grade will be included in the calculation of the student's program grade point average (PGPA). A student who withdraws from a course does not get a tuition reduction. If a student completely withdraws from the University, the tuition reduction (if any) will conform to the refund policy of the University.

Withdrawal From University

A student may withdraw from Herzing University at any time by notifying the Academic Dean or Registrar. If the withdrawal occurs during an ongoing semester, the grade assigned to each course will be based on the student's overall last date of attendance with the University. If the student's overall last date of attendance is prior to the midway point of the course, then the grade assigned will be a "W." If the student's overall last date of attendance is after the midpoint of a course, then a letter grade will be assigned. The University will withdraw a student if he/she fails to attend all their courses for a period of 14 days.

Withdrawal Due to Military Service Needs

Herzing University encourages military students to continue their education and assures them that the University will provide them with the highest level of commitment and support while they defend this great country and its allies. In keeping with the University's tradition of being a military-friendly institution, the following policies regarding military deployments and military exigencies have been adopted.

1. Herzing University, through its Online Campus, will make all reasonable efforts to make it possible for military students to continue their studies, even during deployments or other military commitments.
2. When military students on active duty (whether regular active duty, reserve, or National Guard members called to active service) must withdraw from one or more classes due to military deployment or other military exigencies, the University will waive the requirement that withdrawals be made prior to the midpoint of the course. In such cases, the student's grade will be recorded as a "W" (withdrawal) and will not count against the student's grade point average. Also, the University will scholarship any tuition or fees paid by the service member not covered by military tuition assistance. The requirement to withdraw due to the needs of the military must be verified in writing by the student's unit commander or designate. Military orders alone are not sufficient since, in many cases, deploying students desire and are able to continue their studies while deployed.
3. Should a military student in good standing with the University need to withdraw from the University entirely due to military commitments, the service member may return to the University in good standing at the beginning of any 4-, 8-, or 16-week session convenient to the student. No time limits apply.

International Student Breaks

An international student studying at a Herzing University campus on an F1 student visa may take a break of up to one semester after each full academic year of study (i.e., two semesters) without being withdrawn from the University during the break. If the student does not return to study by the beginning of the following semester, he/she will be withdrawn from the University.

ADD/DROP PERIOD

The last two weeks of each semester are the add/drop period for the subsequent semester. A student may make changes to his/her schedule during this two-week period. Any changes made to a student's schedule after the end of the add/drop period may only be done with

permission from the Academic Dean and the Educational Funding Department and may be subject to a schedule change fee, as outlined in each campus's fee schedule.

ACADEMIC WARNING AND PROBATION

A student will be placed on academic warning if the student does not meet the standards of satisfactory academic progress (see the "Standards of Satisfactory Academic Progress" section of this catalog) or exhibits other behavior that might result in the student being dismissed from the University. If the student does not meet the standards of satisfactory academic progress or other conditions of the academic warning by the end of one semester of academic warning, the student may be dismissed from the University or may lose eligibility for federal financial aid. When there are mitigating or extenuating circumstances, a student may appeal dismissal from the University and/or termination of eligibility for federal financial aid. A student readmitted to the University following appeal or reinstated on federal financial aid following appeal will be placed on probation. The conditions of the probation are specified in writing at the time of being placed on probation. Normally, the period of probation is one semester, but it may be longer if specified in an academic plan included in the conditions of probation.

ATTENDANCE POLICY AND PROCEDURES

Attendance Philosophy

The philosophy of Herzing University is that college is not only a place to learn technical and business skills and to develop academically, but also a place to develop important work habits. Important work habits include responsibility and reliability, and attendance is a major factor in both. Also, a student should understand that missing a class affects more than the individual student. It affects the class if the student has to ask questions regarding what was covered when he or she was not there, and it affects the instructor who may have to assign make-up material or give other individual attention to the absentee. For that reason, and to avoid disruption to the educational process caused by erratic attendance, the University emphasizes attendance in all courses.

Withdrawals Due to Attendance

Herzing University is required to withdraw students from school after 14 consecutive calendar days of non-attendance. Attendance will be checked daily, and students not meeting the attendance policy will be withdrawn. Attendance will be monitored for all ground courses, online courses, and clinical courses. Herzing University breaks and official holidays are not included when counting the 14 days.

New Students

New students must attend/actively participate in week two of courses in order to become ***active*** students. If a new student does not attend/actively participate in a class in week two, his/her enrollment will be canceled. Week one is considered a trial period for new students only. A new student who attends/actively participates in week one but never attends/actively participates in week two will not become an ***active*** student, and his/her enrollment will be canceled. See "Online Attendance" for further requirements. If a student is attending more than one class, the student becomes ***active*** based on attendance of at least one class in week two. Herzing will not drop or unregister a class as long as the student has attended a course in week one and has attended a different course in week two. A student can still request to be unregistered from a class that has been attended only in week one until the start of week three. Please note, however, if a student *never* attends a class in both week one and week two, the individual course will be unregistered. Additionally, if a new student never attends *all* courses in week two, the student will be ***pre-school cancelled***.

Continuing Students

A continuing student is required to attend/actively participate in courses by the end-of-day on Tuesday of the second week of a course, or they will be withdrawn as a non-returning student. If a student attends/actively participates in one class but not the other, the class not attended/actively participated in will be unregistered. See "Online Attendance" for further requirements.

Reentries and Graduate Reenrolls

Reentries and graduate reenrolls must attend/actively participate in week two of courses in order to be officially counted as a start. If reentries and graduate reenroll students do not attend in week two, they must be preschool-cancelled. Week one is considered a trial period for reentries and graduate reenroll students, the same as it is for new students. A reentry and graduate reenroll student that attends week one but never attends week two is not considered a start and needs to be preschool-cancelled. See "Online Attendance" for further requirements.

Clock-Hour Diploma Program Attendance Policy

For all students in clock-hour diploma programs, all unexcused absences must be made up to equal the number of hours absent in all classes taken. All unexcused absences must be made up by the end of the term in which the unexcused absence occurred before beginning the next term. Excused absences, up to 10% of the total number of hours in each financial aid payment period, are not required to be made up. An excused absence is defined as an absence approved by the instructor of the course in which the absence occurred. The schedule for makeup times will be specified by the campus, and students are responsible for making up the hours during those times. All hours at or above the 10%

excused absence limit must be completed prior to the end of the payment period to be eligible for the next financial aid disbursement. If the excused absence hours exceed the 10% limit in a term prior to the last term of the payment period, those hours must be made up in the term that the total number of excused absent hours exceed that limit. This policy does not release students from any city, state, provincial, or other federal requirements. The state in which your program is offered may have different requirements regarding allowable excused absences, which may not coincide with this policy.

Students Attending Two or More Courses

If a student is enrolled in two or more courses during a given time period and attends/actively participates in one or more courses regularly but never attends/actively participates in one of the courses, the student will be unregistered from the course they never attended/actively participated in. If a student is enrolled in two or more courses during a given time period and stops attending/actively participating in one of the courses after attending or actively participating in at least one time, the student is not withdrawn from the course, as the 14-day rule only pertains to a student withdrawing from enrollment and not from individual courses as long as a student remains ***active***. See "Online Attendance" for further requirements.

Online Attendance and Student Verification

If a student is enrolled in an online course, and in order to be marked as having attended and actively participated in his/her online course(s), they must complete one of the following academically related activities within the Herzing University Online Education System:

- Post to a discussion board
- Submit an assignment
- Submit a quiz or exam

This means just logging into a course and moving around the virtual classroom will not count as having participated; the student must actually complete one of the above academically related activities. Please note, that there are a significant number of other academically related activities required when taking online courses, such as reading discussion boards, reading course materials and lectures, and messaging instructors, but these activities will not be measured and counted as student attendance. In addition, Herzing University uses student log-in (unique log-in and identification password) and overall interaction between student and peers and student and faculty to assist the University in verifying the student participating in the class is the enrolled student.

Attendance for ground and online courses is tracked by each campus, and a student not attending a ground course(s) or completing an attendance-measured academically related activity in any of their online course(s) for fourteen consecutive calendar days will be withdrawn from Herzing University.

Notification of Absences

As a courtesy, students are expected to inform their instructors (or the office) if they know they will have to miss a class. Students returning from an absence are expected to address missed material with the instructor outside of scheduled class hours.

Effect of Absences on Grading

Points will not be directly deducted from a student's academic average because of absences. However, students can expect tests, quizzes, or other graded assignments to be scheduled without notice during any given class session. If a student misses a test, quiz, or assignment because of an absence, the instructor is not obligated and will not normally allow a make-up quiz, test, or assignment. Extenuating circumstances will be taken into consideration when deciding if make-up work will be permitted.

Extenuating Circumstances

If there are extenuating circumstances (such as a documented health problem, a family emergency, jury duty, military reserve service obligations, etc.) that caused an absence or is expected to cause absences in the future, the student should contact his or her instructor or the Academic Dean immediately.

PROGRAM CHANGES

If a program change is desired, it should be made only at the end of the semester and only after consultation with the Academic Dean.

AUDITING COURSES

A course may be audited with the permission of the Academic Dean. All standard fees and tuition will apply unless the student has already received a bachelor's degree from Herzing University. No grade will be assigned and no semester credit hours accumulated towards attempted courses, diploma, or degree requirements. Financial aid or veterans benefits may not be used for an audited course. Previous bachelor of science degree graduates may audit one course per calendar year at a reduced fee.

UNDERGRADUATE STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The academic standards of satisfactory academic progress (SAP) apply to all undergraduate students at Herzing University, not just to those receiving financial assistance. SAP is determined by calculating the student's program grade point average and the student's rate of progression toward completion of the academic program. All periods of a student's enrollment at Herzing University are used in determining SAP. Satisfactory academic progress for all students is checked following the end of each semester of attendance.

Standards of Satisfactory Academic Progress

An undergraduate student is considered not to be making satisfactory academic progress if he or she has not achieved and maintained the minimum standard of a 2.00 PGPA (program grade point average) or did not successfully complete (with passing grades) any of the courses, exclusive of PD 090, taken in his or her first semester of enrollment.

Students must also remain on pace to complete their programs within a reasonable period of time. To calculate the pace at which a student is progressing, the number of cumulative program credit or clock hours the student has successfully completed is divided by the cumulative number of program credit or clock hours the student has attempted within their current program of study. Transfer credits are counted both as successfully completed and attempted when calculating pace. Incompletes, withdrawals, and failures will be counted as attempted credits or hours in the pace calculation. Developmental courses will not be calculated into the grade point average; however, a "Fail" will be counted as a course attempted, and a "Pass" will be counted both as a course attempted and a course completed for purposes of calculating a student's pace toward completing the program for satisfactory academic progress. Pace is measured at the end of each semester. To remain on pace, students must meet the following minimum completion of credits or hours attempted at the respective evaluation checkpoints:

Evaluation Checkpoint	Minimum PGPA	Minimum Completion of Credits or Hours Attempted
End of each semester	2.00	66%

Students not remaining on pace to complete their programs within a reasonable period of time (as defined above) are placed on academic warning for a period of one semester. Students still not on pace to complete their program in a reasonable period of time at the end of a semester of academic warning are dismissed from the University.

Students must be able to complete their current program without attempting more than 150% of the minimum credit or clock hours required for the student's program, as measured in credit or clock hours, or the student will lose Title IV eligibility. Developmental courses are *not* included in this calculation. Students may not appeal termination of eligibility for federal financial aid if they cannot complete their current program without attempting more than 150% of the minimum credit or clock hours required for the program.

Special Academic Standards for Clinic-Based Healthcare Programs

In clinic-based healthcare programs where the minimum passing grade for core courses is a C+ (76%), undergraduate students must maintain a PGPA of at least 2.00 and will be dismissed after two failures in the core courses of the program, irrespective of program grade point average.

Special Academic Standards for Professional Aeronautics Students

Students enrolled in the Professional Aeronautics program must complete the minimum flight hours per rating within the scheduled semester. A student who does not complete their minimum flight hours within the scheduled semester may petition for an Incomplete if additional time is needed. If granted, the student will have one additional semester to complete the required hours. Failure to do so will result in a grade of an F.

Change of Program and Transfer Credits

Applying Courses From One Program to Another Within the University: Any courses taken by the student applied from one program to another (whether or not the courses were successfully completed) will be counted toward program completion and the PGPA calculations. If a student chooses to change programs, Herzing University will transfer all relevant courses into the new program. If a student graduates from one program and chooses to earn another degree, Herzing University will transfer all relevant courses from the program in which the student graduated into the new program. Any courses transferred from one program to another will be counted toward program completion and in PGPA calculations.

Transferring Credits From Other Institutions: Transfer credits from other institutions that are applied to a student's program at Herzing University will be counted as attempted credits. Transfer credits count towards graduation but are not included in calculating the grade point average.

Academic Warning

Students whose program grade point average (PGPA) is less than 2.00 or whose pace of satisfactory completion is less than 66% or have failed a course that requires a C+ or better (see the list of courses in the section entitled "Grading Policies") at the end of a semester are placed on academic warning for a period of one semester. Undergraduate students on academic warning who improve their PGPA to at least 2.00 and attain the minimum 66% cumulative completion rate by the end of the semester of academic warning are removed from academic warning. A student on academic warning may continue to receive assistance under Title IV, HEA programs for one semester.

Dismissal From the University for Lack of Satisfactory Academic Progress

An undergraduate student will be dismissed from the University for lack of satisfactory academic progress in the following circumstances:

- The student did not successfully complete (with passing grades) any of the courses taken in his or her first semester of enrollment.
- The student did not raise his or her PGPA to at least 2.00 by the end of a semester of academic warning.
- The student received two failures in the core courses of a clinic-based healthcare program, irrespective of PGPA. A student will be dismissed without first being placed on academic warning if the two failures occurred in the same semester. (See the list of applicable courses in the policy entitled "Grading Policies."
- The student did not meet the 66% pace requirement by the end of the semester of academic warning.

Appeal of Dismissal

If mitigating or extenuating circumstances exist, students may appeal dismissal from the University by following the procedures outlined under "Appeal, Grievance, and Arbitration Procedures" in the Student Services Information section of this catalog.

Academic Probation Following Appeal

If a student who has appealed dismissal from the University is granted his or her appeal, the student will be reinstated to the University and will be placed on probation. The student must meet the conditions stipulated in the academic plan for the probation or again face dismissal from the University. Unless otherwise specified in the academic plan, a student on probation may receive Title IV, HEA program funds for only one semester.

STUDENT CONDUCT

The student is expected to be familiar with the University rules and regulations as outlined in this catalog as well as the student handbook. Because the administration believes university-level students should be offered the freedom of adulthood, the number of rules has been kept to a minimum. With freedom, however, comes the responsibility to behave in a manner consistent with the best interests of the student body. The University, therefore, reserves the right to suspend or to dismiss from the University any student at any time when such action is deemed by the administration to be in the best interest of the student body or the University. For example, the student may be dismissed for reasons including, but not limited to, the following:

1. Improper conduct
2. Improper dress
3. Intoxication
4. Disruptive behavior
5. Cheating of any type
6. Forgery of work or work-study materials
7. Violation of local, state, or federal law

ACADEMIC INTEGRITY

Original Work, Cheating, Plagiarism, and Paraphrasing

The Herzing University Catalog addresses academic integrity in general in the "Student Conduct" section of the University Catalog. Original work, cheating, plagiarism, and paraphrasing are addressed in greater detail here.

When completing an assignment for a Herzing University course, students are expected to do original work for the assignment and to not reuse work they may have done in previous courses or other settings, unless specific prior approval is granted by the instructor.

Cheating is defined as "the giving or receiving of aid (whether written, oral, or otherwise) in order for a student to receive undeserved credit on classwork, homework, tests, or any other assignment that is his/her own responsibility."

Plagiarism violates the central core of Herzing University's educational philosophy. It involves stealing another person's work and claiming it as one's own. It occurs whenever one directly copies another person's intellectual effort and integrates it into his/her class work without giving proper credit to the author.

Paraphrasing is defined as "a restatement of a text or passage giving the meaning in another form" (*Random House Webster's College Dictionary*, 2000). When one paraphrases but intentionally omits authorship of the work, this, too, is a serious violation of academic honesty.

All Herzing University students have an individual responsibility to understand what cheating, plagiarism, and paraphrasing are. The student must also be aware that the consequences for cheating and plagiarism, or for paraphrasing without proper attribution, are severe. Whenever you have doubt about what constitutes cheating, plagiarism, or paraphrasing, contact your instructor. With the advent of the Internet, the potential for cheating by simply cutting and pasting information into a paper is tempting. Be aware that these dishonest activities will not be tolerated, and instructors have access to increasingly sophisticated search engines to "test" the validity of student work. Plagiarism, in particular, is easily traced.

Consequences and Sanctions

Herzing University will, upon finding that a student has violated its policies on academic integrity, enact the following:

1. For the first offense, the student may receive a zero on the assignment involved or a failing grade in the course. The student will be required to repeat the entire course if completion of a failed course is needed to graduate.
2. Upon a second offense, the student may be immediately and permanently expelled from the University.

Academic Appeal Process

The student is directed to the "Grievance and Complaint Procedure" and "Academic Appeal for Termination" sections of the Herzing University Catalog for information for petitioning the University to reconsider its action.

SUMMARY OF CIVIL AND CRIMINAL PENALTIES FOR VIOLATION OF FEDERAL COPYRIGHT LAWS

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see *Title 17, United States Code*, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at ***www.copyright.gov***.

CELL PHONE USE

Cell phone use, including talking or texting, is strictly prohibited once a student enters the classroom unless the cell phone use is part of an instructor-led activity. Cell phones must be turned off or set to vibrate-only while in class. If a call needs to be taken in an emergency situation, the student must leave the class to do so.

ACADEMIC FREEDOM

Herzing University recognizes the desirability of an academic environment which promotes an open exchange of ideas free from censorship or prior restraint. The scope of "academic freedom" does not encompass the right to teach inappropriate curriculum or to teach offensive or discriminatory content.

ACCEPTABLE USE OF COMPUTING RESOURCES AND PEER-TO-PEER FILE SHARING

This policy provides guidelines for the appropriate and inappropriate use of the computing resources of Herzing University. It applies to all users of the University's computing resources including students, faculty, staff, alumni, and guests of the University. Computing resources include all computers, related equipment, software, data, and local area networks for which the University is responsible as well as networks throughout the world to which the University provides computer access.

The computing resources of Herzing University are intended to be used for its programs of instruction and research and to conduct the legitimate business of the University. All users must have proper authorization for the use of the University's computing resources. Users are responsible for seeing that these computing resources are used in an effective, ethical, and legal manner. Users must apply standards of

normal academic and professional ethics and considerate conduct to their use of the University's computing resources. Users must be aware of the legal and moral responsibility for ethical conduct in the use of computing resources. Users have a responsibility not to abuse the network and resources and to respect the privacy, copyrights, and intellectual property rights of others.

In addition to the policy contained herein, usage must be in accordance with applicable University procedures and applicable state and federal laws. Among the more important laws are the Federal Computer Abuse Amendment Act of 1994, the Federal Electronic Communications Privacy Act, and the U.S. Copyright Act.

Policy violations generally fall into four categories and involve the use of computing resources to:

1. Harass, threaten, or otherwise cause harm to specific individuals or classes of individuals.
2. Impede, interfere with, impair, or otherwise cause harm to the activities of others.
3. Download, post, or install to University computers or transport across University networks material that is sexually explicit or offensive or material that is illegal, proprietary, in violation of license agreements, in violation of copyrights, in violation of University contracts, or otherwise damaging to the institution.
4. Recklessly or maliciously interfere with or damage computer or network resources or computer data, files, or other information. Penalties for violating these guidelines can range from a reprimand in the student's file to expulsion.

Examples (not a comprehensive list) of policy violations related to the above four categories include the following:

1. Sending an individual or group repeated and unwanted (harassing) e-mail or using e-mail to threaten someone.
2. Accessing, or attempting to access, another individual's data or information without proper authorization (e.g., using another's computing account and password to look at their personal information).
3. Propagating electronic chain mail or sending forged or falsified e-mail.
4. Obtaining, possessing, using, or attempting to use someone else's password, regardless of how the password was obtained.
5. Copying a graphical image from a website without permission.
6. Posting a University site-licensed program to a public bulletin board.
7. Using illegally obtained licensed data, software, or licensed data/software in violation of their licenses or purchase agreements.
8. Releasing a virus, worm, or other program that damages or otherwise harms a system or network.
9. Accessing, displaying, storing, or transmitting sexually explicit or offensive language or images.

UNDERGRADUATE COURSE NUMBERING SYSTEM

The course numbering system consists of a two-character alpha prefix followed by a three-digit number. The meaning of the prefixes is shown below:

Prefix and Course Area Focus	
AC Accounting	MA Mathematics
AE Alternative Energy	MC Medical Coding
AS Allied Science	ML Military Science
BU Business Management	MO Medical Office Administration
CJ Criminal Justice	MS Medical Science
CO Co-Operative Education	MT Medical Laboratory
DH Dental Hygiene	NA Nursing (Alabama)
DS Dental Science	NB Nursing/Nursing Bridge
EC Economics	ND Nursing (Ohio)
EE Electrical Technology	NF Nursing (Florida)
EL English as a Second Language	NM Nursing (Minnesota)
EM Emergency Medical Technician	NO Nursing (Ohio)

Prefix and Course Area Focus	
EN English	NT Networking and Security Technology
FL Foreign Language	NW Nursing (Wisconsin)
FS Fire Science	OT Occupational Therapy Assistant
FT Fitness Training	PD Personal and Professional Development
GA Graphic Arts	PH Public Health and Safety
GD Game Development	PL Paralegal
HC Healthcare Management	PN Practical Nursing
HI Health Information Management	PS Psychology
HR Human Resources Management	PT Physical Therapist Assistant
HS Homeland Security	RT Radiologic Technology
HU Humanities	SC Natural Science
IS Information Systems	SS Social Sciences
IN Industrial Technology	ST Surgical Technology
IT Information Technology	TN Therapeutic Massage

The meaning of the three-digit numbers are shown below:

Number	Description
100	First-level undergraduate course which focuses on basic knowledge in the subject and normally does not require a prerequisite course
200	Second-level undergraduate course which focuses on student comprehension and may require a prerequisite course
300	Advanced third-level undergraduate course which focuses on application of learning and normally requires a prerequisite course
400	Advanced fourth-level undergraduate course which focuses on analysis within the discipline and normally requires a prerequisite course

MAJORS, MINORS, AND CONCENTRATIONS

In the bachelor of science programs, students first select a major (such as business administration, homeland security and public safety, or information technology). They may then also select a minor or concentration. A minor is a selection of courses drawn from a separate academic discipline from the major that allows the student to widen the breadth of his or her education (such as the business management minor in the business administration major). A concentration is a selection of courses taken in the same academic discipline as the major, which allows the student to concentrate further in that discipline (such as the criminal justice concentration in the homeland security and public safety major). Not all majors, minors, or concentrations are offered at all campuses. Please see the "Program Offerings by Campus" section of this catalog for a list of options available at each campus.

ELECTIVES

Electives are not continuously offered at all campuses at all times. A student can request a copy of which electives are currently being offered at his or her campus.

ARMY ROTC PROGRAMS

Some Herzing University campuses offer the Army ROTC program in conjunction with another local college or university that hosts an Army ROTC detachment. Where these agreements exist, a student may take the military science courses that constitute the Army ROTC program at the hosting college and apply those courses as open electives toward Herzing University degree requirements and can earn a presidential commission as a reserve officer in the U.S. Army, the Army Reserve, or the National Guard. Check with your local Herzing University campus about the availability of the Army ROTC courses.

PRIVACY OF RECORDS

Herzing University complies with the Family Educational Rights and Privacy Act of 1974. The purpose of this Act is to allow you, as a student, to know what educational records are kept by the University, to provide you the right to inspect such records and ask for corrections, if necessary, and to control the release of such information to those who are not involved in the educational process.

Under the Privacy Act, directory information is made available to anyone who requests it, unless you specifically ask that this not be done. The only items that Herzing University considers directory information are as follows: name, address, telephone number, school-sponsored e-mail address, campus, major field of study, dates of attendance (includes matriculation and withdrawal dates), enrollment status (includes current year, credit load, and full- or part-time status, diploma or degree awarded (type and date), honors and awards received, previously attended educational institutions, and participation in school-sponsored activities.

The registration office at each location will, upon request, provide you with a statement showing which records are maintained, where to find them, how to make a request to inspect the records, how to ask for a correction, who has access to the records, and how you may release information to others.

POLICY ON WITHHOLDING OFFICIAL TRANSCRIPTS, DEGREES, AND DIPLOMAS

Official transcripts, degrees, and diplomas will be withheld until all obligations related to Herzing University are fulfilled.

Brookfield Ribbon-Cutting Ceremony

FINANCIAL INFORMATION

Herzing University will help students develop financial plans to pay for their education through a combination of financial resources. Prospective students are expected to provide their own financial support, which may include the use of savings, part-time or full-time job earnings, parental or guardian support, spousal support, or financial support from other family members.

For information on Herzing University's funding options, please visit the following Herzing Website pages.

Scholarships and Grants: ***www.herzing.edu/tuition-financial-aid/types-financial-aid/scholarships-grants***

Loan Options: ***www.herzing.edu/tuition-financial-aid/types-financial-aid/loans***

Military and Veteran Benefits: ***www.herzing.edu/tuition-financial-aid/types-financial-aid/military-veteran-benefits***

Other Funding Sources: ***www.herzing.edu/tuition-financial-aid/types-financial-aid/other***

Free Application for Federal Student Aid: To help a student select the best method or methods for financing their education, the Free Application for Federal Student Aid (FAFSA) should be completed. The FAFSA Website is ***www.fafsa.ed.gov***. This application serves as the student's application for federal and state student financial aid and as verification for any institutional grant funding or institutional scholarships. The FAFSA must be completed prior to the applicant's official enrollment at Herzing University. The FAFSA must also be completed annually by the student (and parent or spouse if applicable). The University determines available resources based upon a federally approved needs analysis formula. The student's expected expenses are compared to the Expected Family Contribution (EFC) to determine financial aid eligibility. In the event incorrect or incomplete data is provided, financial aid documentation will be requested. Upon receipt of a student's properly completed documentation, changes will be made to the student's application if necessary. After all of the appropriate processing of information has been completed, financial assistance packages are developed, and award letters are distributed to eligible students.

COST OF ATTENDING

Tuition is subject to change upon 60 days' advance notice by the University but will not be changed more than once per calendar year. Students will be provided an eBook/electronic material for any course in which the University has adopted an eBook/electronic material; however, if an eBook/electronic material is not available, students will be loaned or provided a physical textbook. Students who participate, when applicable, in a campus textbook loaner program, are accountable for returning the textbook and/or software in a condition as described in the *Herzing University Textbook Loan Program Policy* (Policy). Fees may be assessed based on the condition of the textbook and/or software upon return to include non-return by the due date described within the Policy. If an eBook/electronic material is available for a course in which the University has adopted the eBook/electronic material, but a student prefers the physical textbook, the student will have the option to purchase (at their cost) the physical textbook for the difference in price between the cost of the eBook and the cost of the physical textbook, including shipping.

For information on each of Herzing University's campus-specific tuition and fees, please visit the following Herzing Website pages.

Akron Campus: ***www.herzing.edu/akron/tuition-financial-aid/tuition-cost***

Atlanta Campus: ***www.herzing.edu/atlanta/tuition-financial-aid/tuition-cost***

Birmingham Campus: ***www.herzing.edu/birmingham/tuition-financial-aid/tuition-cost***

Brookfield Campus: ***www.herzing.edu/brookfield/tuition-financial-aid/tuition-cost***

Kenosha Campus: ***www.herzing.edu/kenosha/tuition-financial-aid/tuition-cost***

Madison Campus: ***www.herzing.edu/madison/tuition-financial-aid/tuition-cost***

Minneapolis Campus: ***www.herzing.edu/minneapolis/tuition-financial-aid/tuition-cost***

New Orleans Campus: ***www.herzing.edu/new-orleans/tuition-financial-aid/tuition-cost***

Omaha School of Massage and Healthcare of Herzing University: ***www.herzing.edu/omaha-tuition***

Online Campus: ***www.herzing.edu/online/tuition-financial-aid/tuition-cost***

Orlando Campus: ***www.herzing.edu/orlando/tuition-financial-aid/tuition-cost***

Toledo Campus: ***www.herzing.edu/toledo/tuition-financial-aid/tuition-cost***

CLOCK-HOUR PROGRAM INFORMATION

The Diploma in Practical Nursing (DPNFL), the Diploma in Therapeutic Massage (DTM), and the Certificate in English as a Second Language (CESL) are clock hour programs.

Academic Year

An academic year for clock hour programs is defined as 900 clock hours.

Make-Up Hours

Students who miss class for any reason must make up all hours missed.

Course Retake Fees

Students required to retake a course will be required to pay a retake fee, as outlined in each campus's fee schedule.

Payment Periods

- Brookfield Campus: The DTMWI program at the Brookfield Campus is divided into two payment periods. Students must successfully complete a minimum of 450 hours prior to obtaining eligibility for a second disbursement of funds.
- Omaha Campus: The DTMNE program at the Omaha School of Massage and Healthcare of Herzing University is divided into three payment periods. Students must successfully complete a minimum of 450 hours prior to obtaining eligibility for a second disbursement of funds. Students must successfully complete a minimum of 900 hours prior to obtaining eligibility for a third disbursement of funds.

Loan Eligibility

Students may only receive first-year loan limits for the entire length of their program.

RETURN OF TITLE IV FUNDS POLICY

Students earn Title IV assistance in proportion to their attendance in school, up until they attend beyond the 60% point of the semester. If a student withdraws from the University at or before the 60% point, he/she will have earned financial aid in direct proportion to the percentage of days attended in the semester. After 60%, the student has earned 100% of his/her financial aid awards for that enrollment period. The Return of Title IV Funds regulation does not dictate the institutional refund policy, but prescribes the amount of Title IV funds a student has earned at the time of withdrawal. The amount of Title IV funds earned or unearned has no relationship to the student's institutional charges. The institutional charges are determined by the institutional refund policy. The Return of Title IV regulation, coupled with the institution's refund policy, can result in a student with a balance owed to the University and/or the Title IV programs if the student withdraws from school.

The formula in brief is as follows:

1. Determine the date of withdrawal and the percentage of the payment period attended by the student.
2. Determine the amount of Title IV aid earned by the student by multiplying the total Title IV aid for which the student was eligible by the percentage of the payment period attended by the student.
3. Compare the amount earned to the amount disbursed. If the amount earned is greater than the amount disbursed, then a post-withdrawal disbursement may be made. If the amount disbursed exceeds the amount earned, Title IV aid must be returned.
4. Allocate the responsibility for returning unearned aid between the University and the student according to the portion of disbursed aid that could have been used to cover institutional charges and the portion that could have been disbursed directly to the student once institutional charges were covered.
5. Distribute the unearned Title IV aid back to the Title IV programs in the following order:
   a. Unsubsidized Federal Direct Stafford Loans (other than PLUS loans)
   b. Subsidized Federal Direct Stafford Loans
   c. Federal Perkins Loans
   d. Federal PLUS Loans
   e. Direct PLUS Loans
   f. Federal Pell Grant for which a return of funds is required
   g. Federal Supplement Educational Opportunity Grants (SEOG) for which a return of funds is required

HERZING UNIVERSITY REFUND POLICY

Federal Return Policy

A calculation of both the return to Title IV funds and the institutional refund policy will take place upon a student's official withdrawal. In the case of an unofficial withdrawal, the institution will perform the calculations when Herzing University makes the determination the student has withdrawn. Please contact the student accounts office to receive a copy of these calculations. Any Title IV-eligible student (applies to any student receiving any federal financial aid at this institution except Federal Work-Study) who withdraws is subject to a prorated return of Federal Financial Aid/Title IV funds. Any calculated return of funds must be distributed back to the federal programs and may leave the student owing the university a tuition and fee balance according to the refund policy below. If a student withdraws without attempting a course he/she has enrolled in and does not return textbooks that were provided by Herzing University and other course materials he/she received for the course, the student will be charged for the cost of the books and materials.

New Orleans Campus

Non-Federal Refund Policy

Refunds for state aid programs and non-state aid programs are outlined below. Note: any state aid refund will be calculated on a proportional basis using the state-mandated or institutional refund policy.

If a student withdraws from a course(s) after the course(s) have been attempted, but the student is not a complete program withdrawal, there will be no refund of tuition or fees for the dropped course(s).

Refund Policy for All Herzing University Campuses (Except Minneapolis) and All Degree/Diploma Programs (Except the Diploma in Therapeutic Massage and the Licensed Practical Nursing Program in Florida)

Prior to the Commencement of Classes: A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student withdraws from school within five days of signing the University Enrollment Agreement.

After the Commencement of Classes: The first day of class through Sunday of week one at 11:59 p.m. Central time is considered the trial period for all new, reentry and graduate reenroll students. If a new, reentry, or graduate reenroll student attends after the first day of courses but withdraws before Monday of week two at 12:00 a.m. Central time, they will be unregistered from their courses and will be entitled to a refund of all tuition and applicable fees. New, reentry, or graduate reenroll students not attending after the trial period end date will be withdrawn before officially becoming an *active student* and, therefore, are not eligible for Title IV financial aid funds.

Definitions: Herzing University schedules a majority of its courses over four-, eight-, or sixteen-week modules contained within the standard semester dates. For the purpose of refunding, the ***number of days in a course*** is calculated by counting every calendar day from the first day of the module through the last day of the module in which the course is scheduled. The ***enrollment period*** is the total number of days from the beginning of the first module in which a student was scheduled until the last day in the last module for which the student was scheduled in any semester. The ***number of days of student attendance*** is calculated by counting every calendar day from the first day of the student's first module until the student's last day of attendance. The ***student's last day of attendance*** is defined as the last day the student attended any course.

Students Withdrawing From the University in the First Eight Weeks of the Semester: An institutional refund will be calculated on a course-by-course basis for students withdrawing from the University in the first eight weeks of the semester, as defined by the University's standard semester dates. When a student has completed 60.0% or less of a course, a prorated calculation will occur using the *number of days of student attendance* divided by the *number of days in the course* to determine the percentage of tuition earned for that course. The percentage will be calculated to the nearest tenth of a percent. The total tuition (and fees) earned is the sum of the amount earned for each course. Total tuition and fees charged will be reduced, if appropriate, based upon the attempted credits. When a student withdraws in the first eight weeks, it will often mean that a student who was originally full-time and being charged for a full-time credit load will now be billed at the less than full-time tuition rate. If a student's last day of attendance is past the 60.0% point of any course, all of the tuition and fees for that course are owed, and there will be no refund.

Students Withdrawing From the University in the Second Eight Weeks of the Semester: When a student withdraws and has completed 60.0% or less of the *enrollment period*, a prorated calculation of tuition will occur using the *number of days of student attendance* divided by the number of total days in the originally scheduled *enrollment period* to determine the percentage of tuition and fees earned. The percentage

will be calculated to the nearest tenth of a percent. The total tuition amount due is the total charges for all courses attempted in the *enrollment period* multiplied by the calculated percentage.

If a student's last day of attendance is past the 60% point of the *enrollment period*, all of the tuition and fees for that period are owed.

Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student's withdrawal, unless otherwise mandated by a state regulation or agency.

Refund Policy for the Minneapolis Campus

Prior to the Commencement of Classes: A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student withdraws from school within five days of signing the University Enrollment Agreement.

After the Commencement of Classes: The first day of class through Sunday of week one at 11:59 p.m. Central time is considered the trial period for all new, reentry, and graduate reenroll students. If a new, reentry or graduate reenroll student attends after the first day of courses but withdraws before Monday of week two at 12:00 a.m. Central time, they will be unregistered from their courses and will be entitled to a refund of all tuition and applicable fees. New, reentry, or graduate reenroll students not attending after the trial period end date will be withdrawn before officially becoming an *active student* and, therefore, are not eligible for Title IV financial aid funds.

Definitions: Herzing University schedules a majority of its courses over four-, eight-, or sixteen-week modules contained within the standard semester dates. For the purpose of refunding, the ***number of days in a course*** is calculated by counting every calendar day from the first day of the module through the last day of the module in which the course is scheduled. The ***enrollment period*** is the total number of days from the beginning of the first module in which a student was scheduled until the last day in the last module for which the student was scheduled in any semester. The ***number of days of student attendance*** is calculated by counting every calendar day from the first day of the student's first module until the student's last day of attendance. The student's ***last day of attendance*** is defined as the last day the student attended any course.

Students Withdrawing From the University in the First Eight Weeks of the Semester: An institutional refund will be calculated on a course-by-course basis for students withdrawing from the University in the first eight weeks of the semester, as defined by the University's standard semester dates. When a student has completed 75.0% or less of a course, a prorated calculation will occur using the *number of days of student attendance* divided by the *number of days in the course* to determine the percentage of tuition earned for that course. The percentage will be calculated to the nearest tenth of a percent. The total tuition (and fees) earned is the sum of the amount earned for each course. Total tuition and fees charged will be reduced, if appropriate, based upon the attempted credits. When a student withdraws in the first eight weeks, it will often mean that a student who was originally full-time and being charged for a full-time credit load will now be billed at the less than full-time tuition rate. If a student's *last day of attendance* is past the 75.0% point of any course, all of the tuition and fees for that course are owed, and there will be no refund.

Students Withdrawing From the University in the Second Eight Weeks of the Semester: When a student withdraws and has completed 75.0% or less of the *enrollment period*, a prorated calculation of tuition will occur using the *number of days of student attendance* divided by the number of total days in the originally scheduled *enrollment period* to determine the percentage of tuition and fees earned. The percentage will be calculated to the nearest tenth of a percent. The total tuition amount due is the total charges for all courses attempted in the *enrollment period* multiplied by the calculated percentage.

If a student's last day of attendance is past the 75% point of the *enrollment period*, all of the tuition and fees for that period are owed.

Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student's withdrawal, unless otherwise mandated by a state regulation or agency.

Refund Policy for the Diploma in Therapeutic Massage Programs in Nebraska and Wisconsin and the Licensed Practical Nursing Program in Florida

Prior to the Commencement of Classes: A student will be entitled to a full refund, including the enrollment fee but excluding the cost of any used books and supplies, if the student cancels within five days of signing the University Enrollment Agreement.

After the Commencement of Classes: The first day of class, through Sunday of week one at 11:59 p.m. Central time, is considered the trial period for all new students. If a new student attends after the first day of courses but cancels before Monday of week two at 12:00 a.m. Central time, they will be unregistered from their courses and will be entitled to a refund of all tuition and applicable fees. New students not attending after the trial period end date will be cancelled before officially becoming an *active student* and, therefore, are not eligible for Title IV funds.

Definitions: Herzing University assigns clock hour totals to courses in the Diploma in Therapeutic Massage program and the Florida-based Licensed Practical Nurse Diploma program. The number of clock hours the student was scheduled to complete in the payment period is calculated as the number of scheduled clock hours from the beginning of the payment period through the student's last date of attendance prior to any schedule modifications made in conjunction with the withdrawal. The number of clock hours in a standard academic year is 900 clock hours. The number of clock hours in a standard payment period is 450 clock hours.

If the student's *last date of attendance* is prior to the 60% point of the payment period, a prorated calculation will be done to determine charges. The prorated calculation to determine the percentage of tuition earned for the payment period will be completed using the number of clock hours the student was scheduled to complete as of the withdrawal date divided by the total number of clock hours in the period. The percentage will be calculated to the nearest tenth of a percent. Total tuition and fees charged will be reduced, if appropriate, based upon the scheduled clock hours.

If a student's last day of attendance is past 60% point of the payment period, then all tuition and fees for that period are owed.

Institutional refund calculations and all appropriate refunds will be completed within 45 days of the date of determination of the student's withdrawal, unless otherwise mandated by a state regulation or agency.

REFUND PROCEDURES

Refund procedures are uniformly applied to all students. The school will make any refunds owed within 45 days of official withdrawal (student notification) or within 45 days of the date of determination of withdrawal (at a maximum, within 45 days of the end of the academic period). The 45-day refund deadline is a U.S. Department of Education requirement; if the state in which the campus resides has a different requirement, this deadline may be less than 45 days.

The date of determination for a student's withdrawal will be the date the student notifies the campus, either verbally or in writing, of his/her intent to withdraw from the school. If a student does not provide notification of his/her withdrawal, the actual last date of attendance recorded will be used to calculate refunds.

STUDENT SERVICES INFORMATION

APPEAL, GRIEVANCE, AND ARBITRATION PROCEDURES

Appeal Procedures

If a student is dissatisfied with a decision or action of a member of the University's faculty or staff, they may appeal that decision using the procedures outlined in this section. Appeals fall into the following areas: grade appeals, academic termination (dismissal) appeals, and adverse action appeals. If, after attempting to follow the steps below, a student believes he or she did not receive the appropriate due process or if the matter in dispute does not fall into one of these three areas, the student may file a grievance or complaint in accordance with the provisions in the following section.

Grade Appeal Procedure

A student who has a dispute with an instructor's grading on a test, assignment, or the final grade in a course must follow the steps outlined below.

1. The student must first try to resolve the difference with the instructor involved. If the instructor agrees to the student's request, the instructor will make the appropriate change in the grade book or submit a grade change through the Academic Dean. If the student agrees with the instructor's decision, the matter is dropped.
2. If a satisfactory solution cannot be reached between the student and the instructor, the student may submit a written grade appeal to the Academic Dean. A grade appeal must be made within two weeks for an exam and within 30 days of grade issuance for a course. The Academic Dean will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal.
3. Normally, the decision of the Academic Dean regarding a grade appeal is final. However, if the student still feels a satisfactory solution has not been reached, the student may submit a further written appeal to the campus President. Appeals to the campus President must be submitted within 30 days of the Academic Dean's decision. The campus President's decision will be made in writing within seven days of receiving the appeal and will be final.

Procedures for Appeal of Dismissal From the University and/or Termination of Financial Aid Eligibility

If a student is dismissed from the University or has eligibility for financial aid terminated for failing to meet the standards of satisfactory academic progress, the student may appeal by following the steps below:

1. The student may submit a written petition to the Satisfactory Academic Progress Committee through the Academic Dean's office. The written petition of appeal must contain verifiable documentation of mitigating or extenuating circumstances that contributed to poor academic performance and a realistic plan for improvement. The written petition must be submitted prior to the beginning of the following academic period if the student wishes to continue without interruption. The Committee will meet within two weeks of receiving an appeal and will attempt to accommodate more urgent schedules.
2. The Satisfactory Academic Progress Committee will be comprised of the campus Academic Dean, the campus Director of Educational Funding, and at least one additional member appointed by the campus President. The Satisfactory Academic Progress Committee will consider all the facts of the appeal and will provide a recommendation to the campus President within two days.
3. The campus President will consider the recommendation of the Satisfactory Academic Progress Committee and will render the final decision on the petition in writing within two days. If the petition of appeal is approved, the student will be reinstated on probation, and provisions of the University's probation policy will apply.
4. Normally, a dismissal of a student that has been denied on appeal is final. However, in rare cases, a dismissed student may appeal again at a later date if there has been a significant change in his or her situation that would strongly indicate that they could be successful if allowed to return to the University. If the petition of appeal is approved, the student will be reinstated on probation, and provisions of the University's probation policy will apply.

Note: A student who withdraws while in good standing with the University or is withdrawn for administrative reasons while in good standing with the University (such as for having missed excessive classes) may be readmitted through a reapplication process and is not required to appeal under these provisions.

Adverse Action Appeal Procedures

Adverse actions are disciplinary actions due to a student violating student conduct policies or academic honesty standards. These can include termination, suspension, probation, or other academic penalty. An example of "other academic penalties" could be the awarding of a zero on a test or assignment or assignment of an "F" (failure) in a course. All adverse actions take effect immediately when imposed by the appropriate instructor or campus administrator, but they are subject to appeal.

If the student disputes the basis for an adverse action, the student may appeal the action with the following procedure.

1. A student appealing an adverse action must submit a written statement with supporting evidence (if any) disputing the basis of the adverse action to the campus President. The campus President will investigate the facts of the case and render a final decision in writing within seven days.
2. If dissatisfied with the decision of the campus President, or if the adverse action was taken by the campus President, the student may appeal to an appeal board. Any such appeal must be made in writing within 30 days for suspensions, probations, or other academic penalties and within three months for terminations. A request to be heard before the appeal board must be in writing to the campus President, and it must set forth, in significant detail, the basis for the appeal. An appeal board hearing will be held within a reasonable period of time, usually two weeks. The appeal board will be comprised of three faculty or staff members, none of whom have been instructors of the student, two of whom will be appointed by the campus President, and one of whom can be selected by the student. The appealing student may call witnesses and provide other evidence to support his/her case. The decision of the appeal board will be by majority vote, will be made within two days of the appeal board's meeting, and will be final and binding upon the University and the student.
3. If a suspension has already taken place and the course(s) is/are still ongoing and, upon appeal, reversed by the campus President or an appeal board, the University will provide reasonable assistance and time for the student to make up missed material, tests, or projects, all of this being on the basis that such extra time or instruction is practical in the sole judgment of the University. In the event a student has already been terminated or suspended and the course(s) has/have ended, the student will be allowed to retake, at no cost, any courses that were interrupted by a termination or suspension that was reversed upon appeal.

Grievance and Complaint Procedures

Every student has the right to file a grievance/complaint about any procedure at the University, any action taken by an official of the University, any failure by officials of the University to properly follow the appeals procedures outlined above, or any perceived discrimination on the basis of sex, religion, color, creed, national origin, disability, age, marital status, or sexual orientation. Grievances or complaints may be filed orally or in writing to the campus President or to the Associate Provost, in which cases the grievance/complaint must be in writing following the procedure below.

1. Grievances and complaints may be addressed to the senior person in the office to which the matter pertains (i.e., to the Director of Educational Funding for financial aid matters or to the Academic Dean for education matters), or they may be presented to the campus President.
2. Grievances and complaints should be filed within 15 calendar days of the occurrence of the matter about which the grievance or complaint is being made. Grievances and complaints, whether oral or written, should describe briefly, but completely, the nature of the grievance or complaint and the solution sought.
3. Grievances and complaints addressed to an official of the University other than the campus President may be resubmitted to the campus President if the complainant is not satisfied with the resolution. In such case, it must be in writing. The campus President will attempt to render a decision within seven days of receipt of the grievance/complaint, and the decision will be in writing.
4. If not satisfied with the decision of the campus President or if the grievance or complaint is in regards to the campus President, the student may send a written appeal to the Provost or the University President at the University's central office in Milwaukee, Wisconsin, and the respective officer in the central office will attempt to render a decision within seven days. The decision will be in writing.
5. While all students are encouraged to seek resolution of grievances and complaints with university officials, any student may communicate a grievance or complaint directly to either the state organization that oversees private post-secondary education in his or her state or the institutional accrediting body.
6. Any unresolved dispute or claim that a student wishes to pursue further will be handled with binding arbitration, as outlined in the following section.

Arbitration Provision

At the election of either the student ("you") or Herzing University, any unresolved claim, dispute, or controversy ("Claim") by either you or Herzing University (or any of the University's employees, officers, directors, or staff) against the other, not resolved through the grievance and complaint procedures of Herzing University, arising from or relating in any way to: (i) This Agreement, (ii) Enrollment and/or participation in any educational program offered by Herzing University, including but not limited to, any claims you may pursue related to your academic performance, financial assistance, or physical injury, arising from or relating in any way to your participation or enrollment in any Herzing University program or at any Herzing University facility, or (iii) Claims regarding the applicability of this arbitration clause or the validity of

the entire Agreement, shall be resolved exclusively and finally by binding arbitration under the Commercial Dispute Resolution Procedures and the Supplementary Procedures for Consumer-Related Disputes of the American Arbitration Association ("AAA") in effect on the date a demand for arbitration is made, as modified below. A copy of these rules may be obtained from the AAA Website at ***www.adr.org***.

Unless the AAA is unavailable to administer the arbitration for any reason, or unless the parties agree in writing to conduct the arbitration before another arbitration forum, the AAA shall administer the arbitration. Absent written agreement by both parties, the selection of the arbitrator shall be made by the parties consensually and shall not be made by AAA absent the prior written agreement by both the undersigned student and an authorized representative of Herzing University. For any arbitration initiated by the student, the student shall be responsible for one-half of the initial payment for costs of any arbitrator's fees or compensation, although the arbitrator may award costs and fees at the conclusion of the arbitration. Notwithstanding the above, Herzing University will consider requests to cover the fees and costs of arbitration if the student makes a written request to Herzing University to pay for these charges.

The parties to this Agreement agree to act promptly in the selection of the arbitrator. Any dispute regarding the selection of said arbitrator shall be handled in accordance with the Federal Arbitration Act. Neither party shall have the right to conduct written discovery against the other or conduct depositions against the other or third parties except to the extent specifically authorized by statute under the Federal Arbitration Act.

The location of the arbitration proceedings and final hearing shall be conducted at a location to be selected by the arbitrator within the county and state where the student is enrolled for Herzing University coursework (for either in-person classes onsite or online classes) or, if both sides agree, at such other location as may be mutually agreed to by the parties.

Claims made and remedies sought as part of a class action, private attorney general, or other representative action (hereafter all included in the term "class action") are subject to arbitration on an individual basis, not on a class or representative basis. The arbitration will not determine class claims and will not be consolidated with any other arbitration proceedings.

ARBITRATION WITH RESPECT TO A CLAIM IS BINDING, AND NEITHER YOU NOR WE WILL HAVE THE RIGHT TO LITIGATE THAT CLAIM THROUGH A COURT. IN ARBITRATION, YOU AND WE WILL NOT HAVE THE RIGHTS THAT ARE PROVIDED IN COURT INCLUDING THE RIGHT TO A TRIAL BY JUDGE OR JURY AND THE RIGHT TO PARTICIPATE OR BE REPRESENTED IN PROCEEDINGS BROUGHT BY OTHERS SUCH AS CLASS ACTIONS OR SIMILAR PROCEEDINGS. IN ADDITION, THE RIGHT TO DISCOVERY AND THE RIGHT TO APPEAL ARE ALSO LIMITED OR ELIMINATED BY ARBITRATION. ALL OF THESE RIGHTS ARE WAIVED, AND ALL CLAIMS MUST BE RESOLVED THROUGH ARBITRATION.

Alternatively, you and we may pursue a Claim within the jurisdiction of any appropriate Small Claims Court in Wisconsin, or the equivalent court in your home jurisdiction (each a "Small Claims Court"), provided that the action remains in that court, is made on behalf of or against you only, and is not made part of a class action, private attorney general action, or other representative or collective action. You and we also agree not to seek to enforce this arbitration provision, or otherwise commence arbitration based on the same claims in any action brought before the Small Claims Court.

This arbitration agreement is made pursuant to a transaction involving interstate commerce and shall be governed by the Federal Arbitration Act, 9 U.S.C. §§ 1-16. Judgment upon any arbitration award may be entered in any court having jurisdiction. In the event that there is a dispute about whether limiting arbitration of the parties' dispute to non-class proceedings is enforceable under applicable law, then that question shall be resolved by litigation in a court rather than by the arbitrator; and to the extent it is determined that resolution of a Claim shall proceed on a class basis, it shall so proceed in a court of competent jurisdiction rather than in arbitration.

This arbitration agreement applies to all Claims now in existence or that may arise in the future. This arbitration agreement survives the termination of this Agreement and the completion of your enrollment, including your payment in full, and your filing of bankruptcy. Nothing in this Agreement shall be construed to prevent any party's use of (or advancement of any claims, defenses, or offsets in) bankruptcy.

HOUSING ASSISTANCE

Although the University does not provide dormitory facilities, the University's Director of Career Development or other staff will assist non-commuting students with housing problems in finding suitable living accommodations.

COMMUNITY AFFAIRS

One of the functions of the University is to promote involvement in community affairs. By being sensitive to community needs, the University is a contributing agency in community improvements. Herzing University emphasizes community service as an institution, encouraging its staff and student body to participate in community activities.

STUDENT ADVISING

Students are encouraged to consult the Director of Career Development about matters related to career plans, professional services, and even leisure activities. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with

the appropriate department head or Academic Dean. Some Herzing University campuses also have a professional counselor on staff that is available daily to assist students who are experiencing difficulty in most aspects of university or personal life. Prior to acceptance to the University, applicants can seek advice through the admissions office. The Student Services Department provides academic advising, as well as life management support, for students taking courses both onground and online.

CAREER DEVELOPMENT SERVICES

From the time a student enrolls at Herzing University, one of the University's primary goals is to see that the student is successfully employed upon graduation. This can best be achieved if the student takes an active role in his/her employment efforts. In addition, the career development office is committed to supporting students in reaching their employment objectives.

Herzing University students come from multiple states and have widely different career aspirations and goals. Each student is a unique learner and person. While Herzing University provides career development guidance to each student in finding employment in their chosen field, Herzing University does not guarantee employment. Factors unique to each student that can limit employment opportunities include, but are not limited to, the following.

- Conviction of a felony or serious misdemeanor
- Physical condition or health issues that prevent or hinder employment
- Geographic limitations and inability to relocate
- Poor work history
- Poor language skills or communication skills
- Unique personality traits
- History of or contemporary substance abuse
- Personal bankruptcy
- Other issues that raise doubts in the mind of an employer as to the suitability of a student to become an employee
- Failure to meet the admissions standards of other institutions (for bachelor's or graduate programs)
- Failure to fully investigate and understand the specific licensing or certificate requirements for a chosen profession in a specific state or locale

Herzing University has a long and proud tradition of helping students enter and succeed in their careers. The student's unique situation may aid or hinder their career.

Disclaimer

Herzing University makes no promises or guarantees of licensing, certification, or employment. Due to unique factors and attributes of each student, it is possible that even after successfully completing a Herzing University program, a student may not find employment. Students should consider their own unique "employability" prior to enrolling in any college or career-preparation program.

The services of the career development office are also available to presently enrolled students seeking part-time employment through the University's Job Location and Development Program.

CRIME AWARENESS

Herzing University is in compliance with Title II of Public Law 101542, the Crime Awareness and Campus Security Act of 1990. Upon enrollment, students are provided with the University's policies on crime awareness, prevention, and the reporting of crimes that might be observed. Crime statistics are tabulated and distributed annually to all students. Crime awareness seminars are held periodically.

ANTI-HAZING POLICY

Any action or situation which recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of the University is considered hazing, regardless of the willingness of the participant.

Such prohibited actions, situations, and activities include, but are not limited to, the following:

1. Any brutality of a physical nature such as whipping, beating, branding, or forced calisthenics.
2. Excessive exposure to the elements.
3. Forced or required consumption of food, alcohol, drugs, or other substances.
4. Forced physical activity that could adversely affect the physical health or safety of the student.

5. Forced activity that would subject the student to extreme mental stress such as sleep deprivation.
6. Forced exclusion from social contact.
7. Forced conduct that could result in extreme embarrassment.
8. Any other forced activity that could adversely affect the mental health or dignity of the student.

It can be unlawful under some state laws for any student to engage in what is known as hazing or to aid or abet any other student in the commission of this offense. Any violation could result in civil or criminal penalties that may include the imposition of a fine. Herzing University's actions against violators can include the imposition of probation, suspension, or dismissal.

DRUG AND ALCOHOL POLICY

Drug-Free Campus Statement

It is the policy of Herzing University to provide a positive environment which is conducive to learning. The unlawful possession, use, or distribution of illicit drugs and alcohol on school property or in connection with any school activity is strictly prohibited. This prohibition applies to all employees and students. Violation of these provisions by a student may lead to the imposition of a disciplinary sanction, up to and including suspension or expulsion. Herzing University employees are also subject to disciplinary sanctions for violation of these provisions occurring on University property or the work site during work time, up to and including termination from employment. Referral for criminal prosecution may occur where appropriate.

Legal Sanctions

Students must be aware that there are significant criminal penalties, under state and federal laws, for the unlawful possession or distribution of alcohol and illegal drugs. Penalties include the following:

1. Consumption of alcohol by a minor: up to a $700 fine/up to 90 days in jail.
2. Illegal sale of alcohol: up to a $3,000 fine/up to 1 year in jail.
3. Possession of a small amount of marijuana: up to a $700 fine/up to 90 days in jail.
4. Sale or possession of controlled substances such as cocaine, hallucinogens, or marijuana: up to a $1,000 fine/up to 30 years in jail.

Students who are concerned about specific circumstances should consult applicable local, state, and federal laws and/or seek legal counsel.

Health Risks

There are various health risks associated with the use of illicit drugs. Some of the more common problems are cited below.

Drug	Health Risks
Amphetamines	Use increases heart and breathing rates, raises blood pressure, and often causes blurred vision, dizziness, lack of sleep, and anxiety.
Cocaine	Use can affect the brain in seconds and result in heart or respiratory failure.
Crack	Use can lead to a deep depression and intense dependency in a short time.
Marijuana	Use can lead to an increase of heart rate of up to 50%, acute anxiety, and tremendous mood swings. There is potential for long-term physical and psychological damage.

Alcohol

For those students who choose to use alcohol, Herzing University encourages students to drink responsibly. Consuming alcohol has many risk factors and can lead to dependency. With excessive use, liver, brain, heart, and stomach destruction can occur without apparent symptoms. Alcohol is one of the leading causes of preventable deaths in the United States.

Counseling, Treatment, and Rehabilitation

- Drug and alcohol counseling, treatment, and rehabilitation/reentry programs for employees and students are available from a variety of community sources. Anyone who recognizes a personal drug or alcohol problem, is concerned about a student or coworker, or who wishes to know more about drug and alcohol abuse may contact a campus executive officer or the human resource department.
- Community resources near a student or employee's respective campus or location may be found by contacting a campus executive officer or the human resource department.

Resources for substance abuse include the following:

- Alcohol/Drug Helpline: (800) 821-4357
- Center for Substance Abuse Treatment National Drug and Alcohol Treatment Referral Service: (800) 662-HELP

UNDERGRADUATE PROGRAMS OF STUDY

Program Offerings by Campus

Atlanta Campus Study in China Program

Madison Campus Graduation

Herzing University Undergraduate Program Offerings by Campus

Effective as of April 28, 2014

	Akron	Atlanta	Birming-ham	Brookfield	Kenosha	Madison	Minneapolis	New Orleans	Omaha	Online	Orlando	Toledo
Bachelor of Science Degrees												
Accounting (BSA)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With No Concentration (BSBMNC)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in Business Administration (BSBMBA)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in Entrepreneurial Studies (BSBMES)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in Human Resource Development (BSBMHRD)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in International Business (BSBMIB)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in Marketing (BSBMM)	C/O	C/O	O	O	C/O	C/O	O	C/O	O	O	O	C/O
Business Management With a Concentration in Project Management (BSBMPM)			O	O	C/O	C		C/O	O	O	O	
Criminal Justice With No Minor or Concentration (BSCJNM)	O	O	O	O	C/O	O	O	O	O	O		O
Criminal Justice With a Concentration in Homeland Security (BSCJHS)	O	O	O	O	C/O	O	O	O	O	O		O
Criminal Justice With a Concentration in Supervision and Management (BSCJSM)	O		O	O	C/O	O		O	O	O		O
Dental Hygiene (BSDH)							C					
Game Development (BSGAD)						C						

C=Program offered at least partially on campus (core courses)
O=Program offered fully online

Please call your local campus for the most current course offerings.

	Akron	Atlanta	Birming-ham	Brookfield	Kenosha	Madison	Minneapolis	New Orleans	Omaha	Online	Orlando	Toledo
Graphic Design With No Declared Concentration (BSGRDNDC)	O		O	O	C/O	O	O	O	O	O		O
Graphic Design With a Concentration in Print Design (BSGRDPD)	O		O	O	C/O	O	O	O	O	O		O
Graphic Design With a Concentration in Web Design (BSGRDWD)	O		O	O	C/O	O	O	O	O	O		O
Health Information Management (BSHIM)	O	O	O	O	O	O	O	O	O	O	O	O
Healthcare Management (BSHCM)	C/O	C/O	O	O	C/O	O	O	C/O	O	O	O	C/O
Healthcare Management—Dental Hygiene Emphasis (BSHCMDH)							O			O		
Homeland Security and Public Safety With No Minor or Concentration (BSHSPSN)	O		O	O	C/O	O	O	O	O	O	O	O
Information Technology With No Concentration (BSITNC)	O	C/O	O	O	O	C/O	O	C/O	O	O	O	C/O
Information Technology With a Concentration in Network Management (BSITNM)	O	C/O	O	O	O	C/O	O	C/O	O	O	O	C/O
Information Technology With a Concentration in Security Technology (BSITST)	O	C/O	O	O	O	C/O	O	C/O	O	O	O	C/O
Legal Studies (BSLS) ▲	O	C	O	O	O	O	O	C	O	O	O	O
▲ ***Only the Herzing University paralegal programs at New Orleans and Atlanta are approved by the American Bar Association. The Herzing Legal Studies program offered online is not approved by the ABA.***												
Nursing (BSN/BSNF/BSNMN)		C		C	C	C	C				C	
Nursing—Bridge (BSNB) *RN to BSN*										O		
Nursing—Bridge (BSNBO) *LPN to BSN*											C	
Software Development With No Declared Minor or Concentration (BSSDNM)	O	C/O	O	O	O	C/O	O	O	O	O	O	C/O

C=Program offered at least partially on campus (core courses)
O=Program offered fully online

Please call your local campus for the most current course offerings.

	Akron	Atlanta	Birming-ham	Brookfield	Kenosha	Madison	Minneapolis	New Orleans	Omaha	Online	Orlando	Toledo
Software Development With a Concentration in Computer Programming (BSSDCP)	O	C/O	O	O	O	C/O	O	O	O	O	O	C/O
Software Development With a Concentration in Mobile Application Development (BSSDMAD)						C						
Technology Management (BSTM)				C/O	C/O	C/O		C/O	O	O		
Technology Management With No Declared Minor or Concentration (BSTMNM)	C/O	C/O	O				O				O	C/O
Associate and Associate of Applied Science Degrees (Akron, Minneapolis, and Toledo are Associate of Applied Science Degrees)												
Accounting (ASA/AASA)	C/O	C/O	O	C/O	C/O	C/O	O	C/O	O	O		C/O
Business Management (ASBM/AASBM)	C/O	C/O	O	C/O	C/O	C/O	O	C/O	O	O		C/O
Business Studies (ASBS/AASBS)				O	C/O	C/O			O	O		
Chiropractic Technician (ASCT)				C					C			
Criminal Justice (ASCJ/AASCJ)	O		O	O	C/O	O	O	O	O	O	O	C/O
Dental Assisting (AASDA)	C						C					
Design Studies (ASDS/AASDS)				O	C/O	O			O	O		
Emergency Medical Technician—Paramedic (ASEMPT/AASEMPT)			C									
Graphic Design (ASGRD/AASGRD)	O		O	O	C/O	O	O	O	O	O		O
Health Information Management (ASHIM/AASHIM)	O		O	O	O	O	O	O	O	O	O	O
Healthcare Management (ASHCM/AASHCM)	C/O		O	O	O	C/O	O		O	O		C/O
Information Technology (ASIT/AASIT)	O	C/O	O	O	O	C/O	O	C	O	O	O	C/O
Insurance Billing and Coding Specialist (ASIBCS/AASIBCS)	C/O	C/O	O	O	C/O	O	O	C/O	O	O	O	C/O
Legal Assisting/Paralegal (ASLAP) ▲		C						C				

C=Program offered at least partially on campus (core courses)
O=Program offered fully online

Please call your local campus for the most current course offerings.

	Akron	Atlanta	Birming-ham	Brookfield	Kenosha	Madison	Minneapolis	New Orleans	Omaha	Online	Orlando	Toledo
Legal Studies (ASLS/AASLS) ▲	O		O	O	O	O	O		O	O		O
▲ ***Only the Herzing University paralegal programs at New Orleans and Atlanta are approved by the American Bar Association. The Herzing Legal Studies program offered online is not approved by the ABA.***												
Medical Assisting Services (ASMAS/AASMAS)	C/O				C/O			C		O		C
Medical Laboratory Technician (ASMLT/AASMLT)	C											
Medical Office Administration (ASMOA/AASMOAD)	C/O		O	C/O	C/O	O	O	C/O	O	O		C/O
Nursing (ASN/AASNOH/ASNWI)	C					C					C	
Nursing—LPN to ASN Bridge (ASNB)											C	
Nursing—LPN to RN Bridge (ASNAL)			C									
Occupational Therapy Assistant (ASOTA/AASOTA)							C					
Personal Fitness Training (ASPFT/AASPFT)									C			
Physical Therapist Assistant (ASPTA)											C	
Radiologic Technology (ASRT)											C	
Software Development (ASSD/AASSD)	O	C/O	O	O	O	C/O	O	O	O	O	O	C/O
Surgical Technology (ASST/AASST)								C				C
Technology Studies (ASTS/AASTS)			C/O	O	O	C/O			O	O		
Therapeutic Massage (ASTMT)				C					C			
Wind Energy Technology (ASWET)				O	O	O				O		
Diploma and Certificate Programs												
Bookkeeping and Payroll Accounting (DBPA)	C/O	C/O	O	O	C/O	C/O	O		O	O	O	C/O
Chiropractic Technician (DCT)									C			

C=Program offered at least partially on campus (core courses)
O=Program offered fully online

Please call your local campus for the most current course offerings.

	Akron	Atlanta	Birming-ham	Brookfield	Kenosha	Madison	Minneapolis	New Orleans	Omaha	Online	Orlando	Toledo
Cisco Certified Network Associate (CCCNA)			C									C
Cloud Infrastructure and Virtualization (CCIV)			C									
CompTIA A+ (CCA+)			C									
Dental Assisting (DDA)	C						C					
Emergency Medical Technician—Basic (CEMTB)			C									
Emergency Medical Technician—Advanced (CEMTA)			C									
Emergency Medical Technician—Paramedic (DEMTP)			C									
English as a Second Language (CESL)		C										
Insurance Billing and Coding Specialist (DIBCS)	C/O	C/O	O	O	C/O	O	O		O	O	O	C/O
Medical Assisting Services (DMAS)	C									O		
Medical Office Administration (DMOA)	C/O	O	O	C/O	C/O	O	O		O	O		C/O
Microsoft Solutions Associate (CMCSA)			C									
Network Systems (DNS)		C										C
Personal Fitness Training (DPFT)									C			
Practical Nursing (DPNAL/DPNFL/DPNWI)			C			C					C	
Therapeutic Massage (DTMNE/DTMWI)				C					C			
Wind Energy Technology (DWET)				O	O	O				O		

C=Program offered at least partially on campus (core courses)
O=Program offered fully online

Please call your local campus for the most current course offerings.

UNDERGRADUATE PROGRAMS OF STUDY

General Education

Orlando Campus PTA Student

Brookfield Campus

GENERAL EDUCATION REQUIREMENTS

General education is a highly valued and integral part of all the associate's and bachelor's degrees at Herzing University. The value of a sound general education for a well-rounded college graduate, including those in highly technical fields, is articulated in the University's general education philosophy statement below. The requirements suggested on the following pages apply to all associate's and bachelor's degrees, unless specified differently in a specific program outline.

HERZING UNIVERSITY GENERAL EDUCATION PHILOSOPHY STATEMENT

The purpose of the general education requirements is to ensure that every graduate of Herzing University acquires an essential core of an undergraduate education that establishes the foundations for living a productive life, appreciating the liberal arts, and engaging in life-long learning in a continually changing world. For this reason, these core requirements provide for breadth across technical and non-technical courses, which include science, mathematics, computer literacy, communications, critical thinking, and cultural diversity. A graduate of Herzing University is expected to be able to apply analytical skills appropriate for a university-educated person and to be able to investigate issues that arise while living in a culturally diverse society.

GENERAL EDUCATION REQUIREMENTS FOR ASSOCIATE'S DEGREES

PROGRAM OBJECTIVES

Upon completion of the general education requirements, students should be able to:

1. Write unified, coherent, and grammatically correct academic, personal, and career-related documents.
2. Express themselves clearly and concisely in academic, personal, and career-related presentations and discussions.
3. Use up-to-date technology to complete papers, projects, research, and reports.
4. Demonstrate applicable critical thinking, decision making, argumentation, and problem-solving skills.
5. Use various math skills to solve a variety of academic, personal, and career-related problems.

Students enrolled in associate's degrees must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Some programs may require more semester credit hours of general education, depending on their content and objectives. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ◆ ▲
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science, or logic.

◆ In the state of Minnesota, a minimum of 20.00 semester credit hours in general education is required, not counting computer applications. However, all Herzing University students must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from all associate's degree programs. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

SUGGESTED HERZING UNIVERSITY COURSES FOR MEETING ASSOCIATE'S DEGREE GENERAL EDUCATION REQUIREMENTS

The Herzing University courses listed below meet the requirements in each of the general education categories. Courses transferred from other accredited colleges may also be used to meet these requirements.

4.00 Semester Credit Hours in Computer Applications

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 102	Computers and Application Software	None	4.00

3.00 Semester Credit Hours in English Composition

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 104	English Composition I	EN 090 or test-out	3.00

3.00 Semester Credit Hours in General Education Electives

This requirement may be satisfied by choosing any course not already taken from the following course areas.

- EC Economics
- EN English
- FL Foreign Language
- HU Humanities
- MA Mathematics
- PS Psychology
- SC Natural Science
- SS Social Science

1.00 Semester Credit Hour in Information Literacy

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 106	Information Literacy and Research Writing	None	1.00

4.00 Semester Credit Hours in Mathematics (College Algebra or Above)

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MA 107	College Algebra	MA 090 or test-out	4.00

3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HU 101	Critical Thinking	None	3.00
HU 225	Fundamentals of Healthcare Law and Ethics	None	3.00
SC 165	General Microbiology	None/Corequisite SC 165L	2.00
SC 165L	General Microbiology Lab	None/Corequisite SC 165	1.00

3.00 Semester Credit Hours in Social or Behavioral Science

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PS 101	Psychology	None	3.00
SS 120	Introduction to Sociology	None	3.00
SS 340	Social Structure and Culture in the United States	None	3.00
SS 350	Social Issues and Technology	None	3.00

3.00 Semester Credit Hours in Speech

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 116	Speech	None	3.00

GENERAL EDUCATION REQUIREMENTS FOR BACHELOR'S DEGREES

PROGRAM OBJECTIVES

Upon completion of the general education requirements, students should be able to:

1. Write unified, coherent, and grammatically correct academic, personal, and career-related documents.
2. Express themselves clearly and concisely in academic, personal, and career-related presentations and discussions.
3. Consider the needs and perspectives of a diverse culture when making decisions and solving personal, academic, and career-related problems.
4. Use the scientific method while practicing safe and appropriate laboratory skills.
5. Use up-to-date technology to complete papers, projects, research, and reports.
6. Demonstrate applicable critical thinking, decision making, argumentation, and problem-solving skills.
7. Use various math skills to solve a variety of academic, personal, and career-related problems.

Students enrolled in bachelor's degrees must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Some programs may require more semester credit hours of general education, depending on their content and objectives. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours in Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ In the state of Minnesota, a minimum of 33.00 semester credit hours in general education is required, not counting computer applications. However, all Herzing University students must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from all bachelor's degree programs. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

SUGGESTED HERZING UNIVERSITY COURSES FOR MEETING BACHELOR'S DEGREE GENERAL EDUCATION REQUIREMENTS

The Herzing University courses listed below meet the requirements in each of the general education categories. Courses transferred from other accredited colleges may also be used to meet these requirements.

4.00 Semester Credit Hours in Computer Applications

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 102	Computers and Application Software	None	4.00

3.00 Semester Credit Hours in Cultural Diversity

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SS 310	Cultural Diversity	None	3.00

6.00 Semester Credit Hours in English Composition or Literature

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 104	English Composition I	EN 090 or test-out	3.00
EN 251	Writing About Literature	EN 104	3.00
EN 325	Creative Writing	None	3.00

3.00 Semester Credit Hours in General Education Electives

This requirement may be satisfied by choosing any course not already taken from the following course areas, provided that 9 hours of general education courses are at the 300- to 400-level.

- EC Economics
- EN English
- FL Foreign Language
- HU Humanities
- MA Mathematics
- PS Psychology
- SC Natural Science
- SS Social Science

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HU 101	Critical Thinking	None	3.00
HU 225	Fundamentals of Healthcare Law and Ethics	None	3.00
SC 165	General Microbiology	None/Corequisite SC 165L	2.00
SC 165L	General Microbiology Lab	None/Corequisite SC 165	1.00

1.00 Semester Credit Hour in Information Literacy

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 106	Information Literacy and Research Writing	None	1.00

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MA 107	College Algebra	MA 090 or test-out	4.00
MA 204	Trigonometry	MA 107	3.00
MA 225	Trigonometry and Pre-Calculus	MA 107 with a grade of C or better	4.00
MA 320	Statistics	MA 107	3.00

4.00 Semester Credit Hours of Natural Science With a Lab Component

Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 105	Anatomy and Physiology I for Allied Health Professionals	None/Corequisite SC 105L	3.00
SC 105L	Anatomy and Physiology I Lab for Allied Health Professionals	None/Corequisite SC 105	1.00
SC 145	Anatomy and Physiology I	None/Corequisite SC 145L	3.00
SC 145L	Anatomy and Physiology I Lab	None/Corequisite SC 145	1.00
SC 170	General Biology	None/Corequisite SC 170L	3.00
SC 170L	General Biology Lab	None/Corequisite SC 170	1.00
SC 205	Anatomy and Physiology II for Allied Health Professionals	SC 105 and SC 105L/SC 205L	3.00
SC 205L	Anatomy and Physiology II Lab for Allied Health Professionals	SC 105 and SC 105L/SC 205	1.00
SC 220	Organic Chemistry	None/Corequisite SC 220L	3.00
SC 220L	Organic Chemistry Lab	None/Corequisite SC 220	1.00
SC 235	General Biochemistry	SC 220 and SC 220L/Corequisite SC 235L	3.00
SC 235L	General Biochemistry Lab	SC 220 and SC 220L/Corequisite SC 235	1.00
SC 242	Anatomy for Artists	None/Corequisite SC 242L	3.00
SC 242L	Anatomy for Artists Lab	None/Corequisite SC 242	1.00
SC 245	Anatomy and Physiology II	SC 145 and SC 145L/Corequisite SC 245L	3.00
SC 245L	Anatomy and Physiology II Lab	SC 145 and SC 145L/Corequisite SC 245	1.00
SC 358	Physics	MA 204 or MA 225/Corequisite SC 358L	3.00
SC 358L	Physics Lab	MA 204 or MA 225/Corequisite SC 358	1.00
SC 370	Environmental Science	EN 104 and MA 107/Corequisite SC 370L	3.00
SC 370L	Environmental Science Lab	EN 104 and MA 107/Corequisite SC 370	1.00

3.00 Semester Credit Hours in Social or Behavioral Science

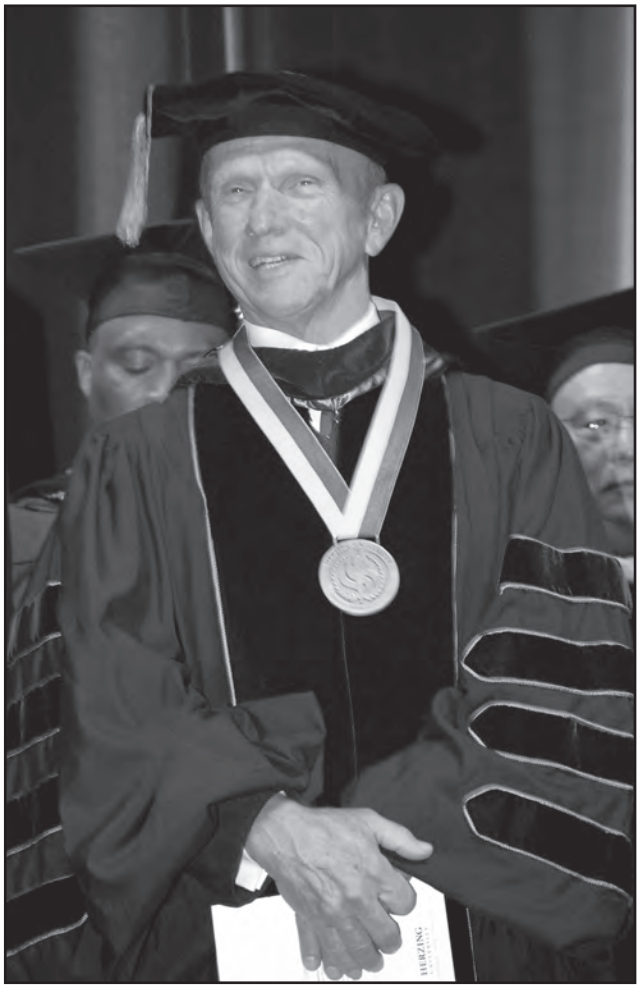
Suggested Herzing courses:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PS 101	Psychology	None	3.00
SS 120	Introduction to Sociology	None	3.00
SS 340	Social Structure and Culture in the United States	None	3.00
SS 350	Social Issues and Technology	None	3.00

3.00 Semester Credit Hours in Speech

Suggested Herzing course:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 116	Speech	None	3.00



Chancellor Herzing at Atlanta Graduation

UNDERGRADUATE PROGRAMS OF STUDY

Bachelor of Science Programs

Toledo Campus

Minneapolis Campus

BACHELOR OF SCIENCE IN ACCOUNTING (BSA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This Bachelor of Science in Accounting program prepares students for challenging careers and positions of leadership in both private and public sectors. It offers upper-level courses in financial accounting, auditing, taxation and cost accounting and introduces students to multiple functional aspects of business in general. Upon completion of this program, students are able to apply computer, communication, and decision-making skills to management accounting techniques to support accounting activities. These activities include maintenance of accounting records, the preparation of financial statements, inventory tracking, valuation, and the preparation of tax returns.

The Bachelor of Science in Accounting program at Herzing University does not fulfill all of the requirements for a graduate to take the Certified Public Accountant (CPA) exam or apply for licensure as a CPA in most states/jurisdictions. Most states/jurisdictions require a specific amount of study beyond a bachelor's degree (typically, a total of 150 semester credit hours, but this varies by jurisdiction) as well as several years of professional experience working in accounting to be eligible to apply for licensure. Some states (including, but not necessarily limited to, Texas) require the program to have a specific programmatic accreditation for graduates to apply for licensure as a CPA, which this program does not have at this time, and no representation has been made as to when or if such an accreditation will be obtained. Applicants interested in becoming a CPA should check with their state board of accountancy regarding CPA eligibility requirements prior to enrolling in any accounting program. Students planning to pursue certifications other than the CPA exam should also contact the respective certifying organization to confirm requirements for certification prior to enrolling in any accounting program.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to utilize industry standard accounting principles and accounting-based software to analyze financial information to support and evaluate managerial decision making.
2. Demonstrate mastery of industry standard spreadsheets, databases, and accounting systems.
3. Demonstrate the ability to define and articulate organizational, operational, ethical, legal, economic, and managerial issues impacting the student's major area of study.
4. Demonstrate analytical skills needed to solve problems and make decisions based on available financial information.
5. Demonstrate the ability to engage in effective written, oral, and persuasive communications.
6. Demonstrate an understanding of the importance of a global business perspective and the role cultural diversity plays in the development of global business.
7. Demonstrate an understanding of the impact of the conversion from GAAP to IFRS.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, accountant, auditor, budget analyst, credit analyst, financial examiner, tax examiner, collector, and revenue agent.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN ACCOUNTING

All courses, 42.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 110	Payroll Accounting	AC 107	3.00
AC 212	Taxation I	AC 216	3.00
AC 216	Accounting II	AC 107	3.00
AC 221*	Taxation II	AC 212	3.00
AC 306	Managerial Cost Accounting	AC 216	3.00
AC 313	Intermediate Accounting I	AC 216	3.00
AC 330	Intermediate Accounting II	AC 313	3.00
AC 335	Computerized Accounting	AC 216	3.00
AC 413	Advanced Financial Accounting I	AC 330	3.00
AC 416	Governmental and Non-profit Accounting	AC 330	3.00
AC 418	Auditing	AC 330	3.00
AC 426	Advanced Financial Accounting II	AC 413	3.00
BU 310	Business Law II	BU 206	3.00
BU 421	Operations Management	AC 216	3.00

OPEN ELECTIVE COURSES

A minimum of 3.00 semester credit hours of open electives is required.

* Students in the state of Alabama must complete 3.00 additional semester credit hours in a special-topics course in advanced auditing and 3.00 semester credit hours in a special-topics course in advanced taxation. AC 221 Taxation II satisfies the advanced taxation requirement. Students in the state of Alabama must take AC 435 Advanced Auditing to satisfy the advanced auditing requirement.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours of General Education Electives ◆ ■

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science, or logic.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSA program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

■ Students must take HU 210 Ethics, Values, and Professional Responsibility as a general education elective to satisfy a requirement for the CPA exam.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH NO CONCENTRATION (BSBMNC)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program focuses on introductory business principles by providing the competencies for entry-level general management training positions. These career opportunities may be in areas such as accounting, accounts payable, accounts receivable, business administration, human resources, and hospitality.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to utilize industry standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Demonstrate the ability to formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Demonstrate the ability to define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Demonstrate the ability to implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

BUSINESS ELECTIVE COURSES *

A minimum of 9.00 semester credit hours is required. Students may take any business, accounting, human resources, or economics course.

OPEN ELECTIVE COURSES *

A minimum of 36.00 semester credit hours of open electives is required.

* A minimum of 12.00 semester credit hours between these two open elective categories must be at the 300- to 400-level.

REQUIRED CAPSTONE OR INTERNSHIP

3 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMNC program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN BUSINESS ADMINISTRATION (BSBMBA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program emphasizes a generalist approach to management education by providing the skills and knowledge for entry-level general management training positions. These career opportunities may be in areas such as accounting, accounts payable, accounts receivables, business administration, human resources, and hospitality.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

BUSINESS ADMINISTRATION CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Apply strategic and operational business plans for a global environment.
7. Explain the role of human resource management and its relationship to change.
8. Demonstrate the application of accounting principles to financial statement preparation and analysis and how technology can be used as a problem-solving tool.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN BUSINESS ADMINISTRATION

All courses, 18.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
BU 307	Organizational Change	BU 106	3.00
BU 331	Managing Information Systems	IS 102	3.00
BU 406	International Business	BU 106	3.00
BU 461	Human Resource Management	BU 106	3.00
BU 482	Strategic Management	BU 220	3.00

OPEN ELECTIVE COURSES

A minimum of 27.00 semester credit hours of open electives is required. A minimum of 12.00 semester credit hours must be at the 300- to 400-level.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMBA program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN ENTREPRENEURIAL STUDIES (BSBMES)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bachelor's degree is designed to provide an understanding of the roles and responsibilities, functions, and challenges of today's entrepreneurs. Students will take classes to increase their knowledge and understanding of the importance of entrepreneurial law, social responsibility, product development, and innovation. The goal of the program is to provide students with the basic knowledge and skills necessary to start a small business or develop an existing business upon graduation. By the end of the program, students should be able to develop a comprehensive business plan, which includes a well-constructed financial and marketing component.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

ENTREPRENEURIAL STUDIES CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Demonstrate effective sales and negotiation skills.
7. Gain a working knowledge of how to overcome economical constraints.
8. Demonstrate a basic working knowledge of human resource functions and their impact on small businesses.
9. Examine various ways to obtain capital and financing for a business.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN ENTREPRENEURSHIP

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
AC 306	Managerial Cost Accounting	AC 216	3.00
BU 216	Social Media	None	3.00
BU 235	Entrepreneurship	BU 106	3.00
BU 247	Advertising and Public Relations	BU 220	3.00
BU 310	Business Law II	BU 206	3.00
BU 328	Product Development and Innovation	BU 220	3.00
BU 332	Small Business Development and Planning	BU 220	3.00
BU 336	The Art of Negotiation	BU 220	3.00
BU 406	International Business	BU 106	3.00
BU 447	Marketing Research	BU 220 and MA 320	3.00
BU 450	Marketing Strategy	BU 220	3.00

OPEN ELECTIVE COURSES

A minimum of 9.00 semester credit hours of open electives are required.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours of General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above) ▲

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the BSBMES program must take MA 320 Statistics to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMES program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN HUMAN RESOURCE DEVELOPMENT (BSBMHRD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares individuals to apply integrated training, organizational development, career planning, and counseling skills to the design, management, and evaluation of programs to improve individual productivity, employability, job satisfaction, and organizational effectiveness. The program includes instruction in psychology, organizational behavior, principles of adult education, occupational counseling, skill testing and evaluation, program design, consulting practice, organizational development, and applications for issues such as training, management development, customer service, and lean management.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

HUMAN RESOURCE DEVELOPMENT CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Apply knowledge of integrated training and career planning in achieving organizational effectiveness.
7. Describe how psychology and organizational behavior are utilized in the design and management of business programs.
8. Apply mathematical, statistical, and research techniques to analyze contemporary business practices and functions in conducting research.
9. Utilize human resource information technology to make management decisions.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN HUMAN RESOURCE DEVELOPMENT

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
BU 307	Organizational Change	BU 106	3.00
BU 461	Human Resource Management	BU 106	3.00
BU 470	International Human Resource Management	BU 461, HR 100, and SS 310	3.00
HR 100	Introduction to Human Resource Management	None	3.00
HR 220	Human Resource Information Systems	HR 100 and IS 102	3.00
HR 230	Employment Law and Labor Relations	BU 206 and HR 100	3.00
HR 310	Compensation and Benefits	HR 100 or HR 230	3.00
HR 320	Training and Development	HR 100	3.00
HR 330	Risk Management	HR 100	3.00
HR 340	Alternative Dispute Resolution (ADR) Essentials	HR 100	3.00
HR 410	Strategic Staffing	HR 230, HR 310 and HR 320	3.00

OPEN ELECTIVE COURSES

A minimum of 6.00 semester credit hours of open electives is required. A minimum of 3.00 semester credit hours must be at the 300- to 400-level.

REQUIRED CAPSTONE OR INTERNSHIP

3 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 40.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

6.00 Semester Credit Hours in Social or Behavioral Science ▲

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 40.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMHRD program must complete a minimum of 40.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

▲ Students in the BSBMHRD program must take PS 101 Psychology and PS 310 Industrial Psychology to satisfy this general education requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN INTERNATIONAL BUSINESS (BSBMIB)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bachelor's program is designed to provide an understanding of businesses in a global environment. Students will be equipped with the necessary skills and academic knowledge for entry-level positions in international companies. Areas of focus in international business include marketing, banking, finance, economics, exporting, importing, cultural protocol, and foreign language. Students will learn the social, cultural, legal, political, and technological barriers to international business and understand international trade and investment opportunities while demonstrating how to manage international business affairs.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

INTERNATIONAL BUSINESS CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Demonstrate the ability to manage international business affairs and implement effective business decisions in a global environment.
7. Demonstrate knowledge of research methods for examining cultural, geographical, technological, legal, political, and socioeconomic obstacles to international business.
8. Demonstrate knowledge of marketing decisions and management processes required in export operations development.
9. Demonstrate an understanding of the international banking practices and the impact of international financial markets complexities on competitive international markets.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN INTERNATIONAL BUSINESS

All courses, 33.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
BU 226	Export Management and International Business Strategy	BU 106	3.00
BU 307	Organizational Change	BU 106	3.00
BU 310	Business Law II	BU 206	3.00
BU 331	Managing Information Systems	IS 102	3.00
BU 337	International Banking and Finance	AC 220	3.00
BU 361	Cross-Cultural Management Dimensions	BU 106 and SS 310	3.00
BU 406	International Business	BU 106	3.00
BU 421	Operations Management	AC 216	3.00
BU 440	International Marketing	BU 220	3.00
BU 482	Strategic Management	BU 220	3.00

OPEN ELECTIVE COURSES

A minimum of 12.00 semester credit hours is required.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours of General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMIB program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN MARKETING (BSBMM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bachelor's program is designed to prepare students with an understanding of the complex relationship between markets and customers and the practical and theoretical skills needed to market a product in a competitive business environment. The core components of the marketing program concentration are advertising, marketing on the internet, consumer behavior, marketing research, marketing strategy, new product development, international marketing, professional selling, and sales management.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

MARKETING CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Demonstrate an application of the marketing mix to marketing practices.
7. Develop an understanding of innovative product development.
8. Demonstrate knowledge of secondary, qualitative, and quantitative marketing research methods, skills, and techniques.
9. Recognize and manage the differences stemming from the application of the principles and the techniques of marketing across national boundaries.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN MARKETING

All courses, 33.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
BU 215	Marketing on the Internet	BU 220	3.00
BU 216	Social Media	None	3.00
BU 230	Customer Relationship Management	BU 220	3.00
BU 247	Advertising and Public Relations	BU 220	3.00
BU 275	Consumer Behavior	BU 220	3.00
BU 328	Product Development and Innovation	BU 220	3.00
BU 375	Professional Selling and Sales Management	BU 220	3.00
BU 440	International Marketing	BU 220	3.00
BU 447	Marketing Research	BU 220 and MA 320	3.00
BU 450	Marketing Strategy	BU 220	3.00

OPEN ELECTIVE COURSES

A minimum of 12.00 semester credit hours of open electives is required. At least 3.00 semester credit hours must be 300- to 400-level courses.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above) ▲

4.00 Semester Credit Hours in Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science or logic.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

▲ Students in the BSBMM program must take MA 320 Statistics to fulfill this general education requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN BUSINESS MANAGEMENT WITH A CONCENTRATION IN PROJECT MANAGEMENT (BSBMPM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program is designed to develop the student's analytical and communications skills and equips the student with the experience and training to identify priorities, isolate specific assignments, and deploy and coordinate resources to accomplish projects on time, on budget, and within scope. The core components of this program include managing project teams, managing project risk, cost and time management, contracts and procurement, lean management, and project planning.

BUSINESS MANAGEMENT CORE PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry-standard accounting principles, accounting-based software, databases, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Define and articulate organizational, operational, ethical, legal, and managerial issues impacting his/her major area of study.
4. Implement a strategic marketing plan within the organization.
5. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

PROJECT MANAGEMENT CONCENTRATION PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

6. Examine the project management processes.
7. Utilize quality procedures and concepts for ensuring goods, services, and the entire business environment is high-quality and enhanced.
8. Learn how to plan and report progress within the project environment by using advanced key concepts of planning within the realm of information technology.
9. Apply industry methodologies in identifying, minimizing, and avoiding risks through the entire life cycle of the project.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general and operations manager, sales manager, and administrative services manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED COURSES IN PROJECT MANAGEMENT

All courses, 39.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 216	Accounting II	AC 107	3.00
BU 251	Contracts and Procurements	BU 206	3.00
BU 307	Organizational Change	BU 106	3.00
BU 310	Business Law II	BU 206	3.00
BU 329	Managing Project Teams	BU 302	3.00
BU 331	Managing Information Systems	IS 102	3.00
BU 342	Quality Management	BU 106	3.00
BU 396	Managing Project Risks	BU 345	3.00
BU 406	International Business	BU 106	3.00
BU 413	Project Planning	BU 345	3.00
BU 421	Operations Management	AC 216	3.00
BU 442	Cost and Time Management	BU 407	3.00
BU 482	Strategic Management	BU 220	3.00

OPEN ELECTIVE COURSES

A minimum of 6.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSBMPM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE WITH NO MINOR OR CONCENTRATION (BSCJNM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with comprehensive academic knowledge of criminology, law enforcement, corrections, and the criminal justice system as well as the skills and techniques used in these disciplines. This degree can also provide advancement opportunities for law enforcement personnel requiring a bachelor's degree when applying for or advancing within the profession. (Some states, including Minnesota, may require state certification or academy completion before being hired in a law enforcement position.)

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate an extensive knowledge of law enforcement practices and the legal bases for decision making.
2. Demonstrate proficiency in understanding criminalistics and evidence forensics.
3. Demonstrate basic knowledge of public safety issues created by acts of both international and domestic terrorism and natural disasters including public preparedness and response.
4. Demonstrate knowledge of the American Criminal Justice System including the interaction between its parts and the impact (role) of each in addressing public safety in a complex and culturally diverse society.
5. Differentiate among the different types of criminal offensives and investigative techniques, and compare the legal ramifications and penalties.
6. Demonstrate the ability to define and articulate organizational, social, and ethical issues impacting public safety personnel.
7. Examine and differentiate between the different levels of trauma and the management of stress for public safety responders.
8. Demonstrate a basic understanding of civil liability issues faced by public safety personnel.
9. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively. use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first line supervisor of correctional officer, first-line supervisor, police officer, and detective.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED COURSES IN CRIMINAL JUSTICE

All courses, 48.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 105	Introduction to Criminal Justice	None	3.00
CJ 115	Criminal Law	None	3.00
CJ 120	Introduction to Criminology	None	3.00
CJ 130	Introduction to Law and Judicial Process	None	3.00
CJ 200	Introduction to Corrections	None	3.00
CJ 210	Law Enforcement Security	CJ 130	3.00
CJ 220	Ethics in Law Enforcement	CJ 105	3.00
CJ 230	Evidence Forensics	CJ 130	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 250	Juvenile Justice	None	3.00
CJ 300	Criminalistics	CJ 230	4.00
CJ 310	Criminal Investigation	CJ 105	4.00
CJ 320	Civil Liability in Public Safety	CJ 115	3.00
CJ 400	Criminal Psychology	PS 101	3.00
CJ 420	Narcotics and Drug Abuse	None	3.00
HS 100	Introduction to Homeland Security	None	3.00

OPEN ELECTIVE COURSES

A minimum of 31.00 semester credit hours of open electives is required. At least 14.00 semester credit hours must be at the 300-400 level.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 491	Criminal Justice Capstone Project	Final semester	4.00
HS 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSCJNM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the HS 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE WITH A CONCENTRATION IN HOMELAND SECURITY (BSCJHS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with a comprehensive academic knowledge of public safety, including criminology, law enforcement, courts, fire science, corrections, and industrial security as it relates to the coordination of homeland security activities between public safety agencies at various levels of government as well as the skills and techniques used in these disciplines. This degree can also provide advancement opportunities for law enforcement personnel requiring a bachelor's degree when applying for or advancing within the profession. (Some states, including Minnesota, may require state certification or academy completion before being hired in a law enforcement position.)

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate an extensive knowledge of law enforcement practices and the legal bases for decision making.
2. Demonstrate proficiency in understanding criminalistics and evidence forensics.
3. Demonstrate basic knowledge of public safety issues created by acts of both international and domestic terrorism and natural disasters including public preparedness and response.
4. Demonstrate knowledge of the American Criminal Justice System including the interaction between its parts and the impact (role) of each in addressing Public Safety in a complex and culturally diverse society.
5. Differentiate among the different types of criminal offensives and investigative techniques, and compare the legal ramifications and penalties.
6. Demonstrate the ability to define and articulate organizational, social, and ethical issues impacting public safety.
7. Examine and differentiate between the different levels of trauma and the management of stress for public safety responders.
8. Demonstrate a basic understand of civil liability issues faced by public safety personnel.
9. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first line supervisor of correctional officer, first-line supervisor, police officer, and detective.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED COURSES IN CRIMINAL JUSTICE

All courses, 48.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 105	Introduction to Criminal Justice	None	3.00
CJ 115	Criminal Law	None	3.00
CJ 120	Introduction to Criminology	None	3.00
CJ 130	Introduction to Law and Judicial Process	None	3.00
CJ 200	Introduction to Corrections	None	3.00
CJ 210	Law Enforcement Security	CJ 130	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 220	Ethics in Law Enforcement	CJ 105	3.00
CJ 230	Evidence Forensics	CJ 130	4.00
CJ 250	Juvenile Justice	None	3.00
CJ 300	Criminalistics	CJ 230	4.00
CJ 310	Criminal Investigation	CJ 105	4.00
CJ 320	Civil Liability in Public Safety	CJ 115	3.00
CJ 400	Criminal Psychology	PS 101	3.00
CJ 420	Narcotics and Drug Abuse	None	3.00
HS 100	Introduction to Homeland Security	None	3.00

REQUIRED COURSES IN HOMELAND SECURITY

All courses, 10.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
FS 100	Introduction to Fire Service	None	3.00
HS 205	Domestic and International Terrorism	None	4.00
HS 320	Critical Incident Stress Management	PS 101	3.00

OPEN ELECTIVE COURSES

A minimum of 21.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 491	Criminal Justice Capstone Project	Final semester	4.00
HS 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSCJHS program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the HS 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE WITH A CONCENTRATION IN SUPERVISION AND MANAGEMENT (BSCJSM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with a comprehensive academic knowledge of public safety, including criminology, law enforcement, corrections and the criminal justice system, as well as the skills and techniques for supervision and management. This degree can also provide advancement opportunities for law enforcement personnel requiring a bachelor's degree when applying for or advancing within the profession. (Some states, including Minnesota, may require state certification or academy completion before being hired in a law enforcement position.)

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate an extensive knowledge of law enforcement practices and the legal bases for decision making.
2. Demonstrate a basic knowledge of the concepts of supervision and management of a workforce.
3. Demonstrate proficiency in understanding criminalistics and evidence forensics.
4. Demonstrate knowledge of the American Criminal Justice System, including the interaction between its parts and the impact (role) of each in addressing public safety in a complex and culturally diverse society.
5. Differentiate among the different types of criminal offensives and investigative techniques, and compare the legal ramifications and penalties.
6. Demonstrate the ability to define and articulate organizational, social, and ethical issues impacting public safety personnel.
7. Examine and differentiate between the different levels of trauma and the management of stress for public safety responders.
8. Demonstrate a basic understanding of civil liability issues faced by public safety personnel.
9. Understand the role of supervision and management in the criminal justice system.
10. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first line supervisor of correctional officer, first-line supervisor, police officer, and detective.

PROGRAM CONTENT

A minimum of 121.00 semester credit hours is required for graduation.

REQUIRED COURSES IN CRIMINAL JUSTICE

All courses, 48.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 105	Introduction to Criminal Justice	None	3.00
CJ 115	Criminal Law	None	3.00
CJ 120	Introduction to Criminology	None	3.00
CJ 130	Introduction to Law and Judicial Process	None	3.00
CJ 200	Introduction to Corrections	None	3.00
CJ 210	Law Enforcement Security	CJ 130	3.00
CJ 220	Ethics in Law Enforcement	CJ 105	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 230	Evidence Forensics	CJ 130	4.00
CJ 250	Juvenile Justice	None	3.00
CJ 300	Criminalistics	CJ 230	4.00
CJ 310	Criminal Investigation	CJ 105	4.00
CJ 320	Civil Liability in Public Safety	CJ 115	3.00
CJ 400	Criminal Psychology	PS 101	3.00
CJ 420	Narcotics and Drug Abuse	None	3.00
HS 100	Introduction to Homeland Security	None	3.00

REQUIRED COURSES IN SUPERVISION AND MANAGEMENT

A minimum of 18.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 106	Introduction to Management	None	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 307	Organizational Change	BU 106	3.00
CJ 205	Multicultural Issues in Criminal Justice Management	CJ 105	3.00
CJ 305	Supervising and Managing Criminal Justice Personnel	BU 106	3.00
CJ 405	Contemporary Issues in Criminal Justice Management and Supervision	CJ 105	3.00

OPEN ELECTIVE COURSES

A minimum of 12.00 semester credit hours of open electives is required. A minimum of 3.00 semester credit hours must be at the 300- to 400 level.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 491	Criminal Justice Capstone Project	Final semester	4.00
HS 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSCJSM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the HS 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN DENTAL HYGIENE (BSDH)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The goal of the dental hygiene program is to prepare students with the knowledge and skills required to provide direct patient care under the supervision of a licensed dentist. This includes training in scaling and root planing, polishing teeth, application of sealants, patient assessment, pain management, and oral health education. The ultimate goal is to prepare students to gain employment as a dental hygienist.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply a professional code of ethics and adhere to state and federal laws, regulations, and recommendations.
2. Record accurate, consistent, and complete documentation of all services provided, including assessment, planning, implementation, and evaluation of dental hygiene care.
3. Use evidence-based decision making in identifying risk factors, developing strategies, and evaluating treatment outcomes to promote positive health and wellness with respect to patient's values and goals.
4. Educate patients through assessment of their oral health needs in order to provide services in a variety of community settings, and formulate a plan of action based on available resources.
5. Utilize the "Dental Hygiene Process of Care Model" of assessment, dental hygiene diagnosis, planning, implementation, and evaluation (ADPIE) in a collaborative approach to patient care, developing comprehensive individualized care plans that are acceptable to all relevant healthcare providers.
6. Access professional and social networks to pursue career opportunities within healthcare, industry, education, management, marketing, research, and other roles as they evolve for the dental hygienist.
7. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS

Acceptance into the dental hygiene program is on a selective basis. Students who meet the minimum criteria for admission to the University will be further evaluated on a competitive basis through entrance test scores and prior academic performance as well as other criteria determined by the University. In addition, all students must have all immunizations current.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, dental hygienist.

PROGRAM CONTENT

A minimum of 120.00 semester credit hours is required for graduation.

REQUIRED COURSES IN DENTAL HYGIENE

All courses, 71.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DH 105	Dental and Medical Terminology	MA 107, SC 165, SC 165L, and SC 229	1.00
DH 111	Medical Emergencies in Dentistry	MA 107, SC 165, SC 165L, and SC 229	2.00
DH 119	Orofacial Structures	DH 105, DH 111, SC 150, SC 185, and SC 185L	3.00
DH 122	General and Oral Pathology	DH 219, DH 250, and DH 301	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DH 141	Oral Histology and Embryology	DH 105, DH 111, SC 150, SC 185, and SC 185L	2.00
DH 199	Dental Hygiene Preclinical	DH 219, DH 250, DH 301/Corequisite DH 199C	1.00
DH 199C	Dental Hygiene Preclinical Practice	DH 219, DH 250, DH 301/Corequisite DH 199	3.00
DH 210	Dental Management and Technologies	DH 119 and DH 141	2.00
DH 219	Introduction to Patient Care	DH 210, DH 290, and DH 305	2.00
DH 250	Principles of Dental Radiography	DH 210, DH 290, and DH 305	2.00
DH 285	Community Dental Health	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 285C	2.00
DH 285C	Community Dental Health Practicum	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 285	1.00
DH 290	Pharmacology for the Dental Hygienist	DH 119 and DH 141	2.00
DH 295	Radiography Interpretation	DH 219, DH 250, DH 301/ Corequisite DH 295C	2.00
DH 295C	Radiography Interpretation Clinical	DH 219, DH 250, DH 301/Corequisite DH 295	1.00
DH 299C	Dental Hygiene Clinical Practice I	DH 122, DH 199, DH 295, and DH 315	3.00
DH 301	Dental Hygiene Research	DH 210, DH 290, and DH 305	3.00
DH 302	Periodontology I	DH 122, DH 199, DH 295, and DH 315	2.00
DH 305	Cultural Diversity in Dental Hygiene	DH 119 and DH 141	3.00
DH 315	Leadership in Dental Hygiene	DH 219, DH 250, and DH 301	3.00
DH 320	Clinical Theory and Scientific Basis	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 320L	2.00
DH 320L	Clinical Theory and Scientific Basis Lab	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 320	1.00
DH 326	Dental Materials	DH 285, DH 299C, DH 302, DH 320, and DH 329/ Corequisite DH 326L	2.00
DH 326L	Dental Materials Lab	DH 285, DH 299C, DH 302, DH 320, and DH 329/ Corequisite DH 326	1.00
DH 329	Pain Management	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 329L	2.00
DH 329L	Pain Management Lab	DH 122, DH 199, DH 295, and DH 315/ Corequisite DH 329	1.00
DH 399C	Dental Hygiene Clinical Practice II	DH 285, DH 299C, DH 302, DH 320, and DH 329	4.00
DH 402	Periodontology II	DH 285, DH 299C, DH 302, DH 320, and DH 329	2.00
DH 405	Contemporary Issues in Dental Hygiene	DH 285, DH 299C, DH 302, DH 320, and DH 329	1.00
DH 410	Diverse Needs in Patient Populations	DH 285, DH 299C, DH 302, DH 320, and DH 329	2.00
DH 415	Dental Hygiene Ethics and Jurisprudence	DH 326, DH 399C, DH 402, DH 405, and DH 410	2.00
DH 420	Dental Hygiene Board Review	DH 326, DH 399C, DH 402, DH 405, and DH 410	2.00
DH 460	Dental Hygiene Capstone	DH 326, DH 399C, DH 402, DH 405, and DH 410	2.00
DH 499C	Dental Hygiene Clinical Practice III	DH 326, DH 399C, DH 402, DH 405, and DH 410	4.00

ELECTIVE COURSES IN DENTAL HYGIENE

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DH 425	Teaching and Theories of Learning	DH 326, DH 399C, DH 402, and DH 410/ Corequisite DH 425L	3.00
and	and		
DH 425L	Teaching and Theories of Learning Practicum	DH 326, DH 399C, DH 402, and DH 410/ Corequisite DH 425	1.00
OR			
DH 426	Clinical Practice Management	DH 326, DH 399C, DH 402, and DH 410/ Corequisite DH 426L	3.00
and	and		
DH 426L	Clinical Practice Management Practicum	DH 326, DH 399C, DH 402, and DH 410/ Corequisite DH 426	1.00

GENERAL EDUCATION PREREQUISITES

The accreditation requirements of the Commission on Dental Accreditation of the American Dental Association stipulate unique general education requirements for dental hygiene programs that are satisfied with the requirements shown here.

The following general education prerequisite courses must be completed with a grade of "C+" (76%) for a student to be continued in the dental hygiene program.

- Anatomy and Physiology With Lab
- Microbiology
- College Algebra and Statistics
- Chemistry

All other general education courses must be passed with a grade of "D" or better to be continued in the dental hygiene program.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 43.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

6.00 Semester Credit Hours in Anatomy and Physiology
3.00 Semester Credit Hours in Chemistry With Lab
6.00 Semester Credit Hours in English Composition or Literature
6.00 Semester Credit Hours in Humanities (3.00 Hours Must Have a Critical Thinking Focus **)
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Microbiology With Lab
2.00 Semester Credit Hours in Nutrition
6.00 Semester Credit Hours in Social or Behavioral Science ▲
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 43.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ To fulfill this requirement, 3.00 semester credit hours must be at the 300- or 400-level.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
DH 105	15.00			15.00	1.00
DH 111	30.00			30.00	2.00
DH 119	45.00			45.00	3.00
DH 122	45.00			45.00	3.00
DH 141	30.00			30.00	2.00
DH 199	15.00			15.00	1.00
DH 199C			135.00	135.00	3.00
DH 210	30.00			30.00	2.00
DH 219	30.00			30.00	2.00
DH 250	30.00			30.00	2.00
DH 285	30.00			30.00	2.00
DH 285C			45.00	45.00	1.00
DH 290	30.00			30.00	2.00
DH 295	30.00			30.00	2.00
DH 295C			45.00	45.00	1.00
DH 299C			135.00	135.00	3.00
DH 301	45.00			45.00	3.00
DH 302	30.00			30.00	2.00
DH 305	45.00			45.00	3.00
DH 315	45.00			45.00	3.00
DH 320	30.00			30.00	2.00
DH 320L		30.00		30.00	1.00
DH 326	30.00			30.00	2.00
DH 626L		30.00		30.00	1.00
DH 329	30.00			30.00	2.00
DH 329L		30.00		30.00	1.00
DH 399C			180.00	180.00	4.00
DH 402	30.00			30.00	2.00
DH 405	15.00			15.00	1.00
DH 410	30.00			30.00	2.00
DH 415	30.00			30.00	2.00
DH 420	30.00			30.00	2.00
DH 425	45.00			45.00	3.00
DH 426					

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
DH 425L		30.00		30.00	1.00
DH 426L					
DH 460	30.00			30.00	2.00
DH 499C			180.00	180.00	4.00
Anatomy and Physiology	90.00			90.00	6.00
Chemistry With Lab	30.00	30.00		60.00	3.00
English Composition or Literature	90.00			90.00	6.00
Humanities With a Critical Thinking Focus	90.00			90.00	6.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	105.00			105.00	7.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Nutrition	30.00			30.00	2.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	90.00			90.00	6.00
Speech	45.00			45.00	3.00
Totals	**1,470.00**	**180.00**	**720.00**	**2,370.00**	**120.00**

BACHELOR OF SCIENCE IN GAME DEVELOPMENT (BSGAD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Game Development program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a wide range of positions in the game development industry. The curriculum is focused on designing and producing work for the web, television, cinema, multi-media, and digital entertainment industries. The degree enables students to specialize in topics appropriate for an entry-level position in a variety of interactive and game development professions and fields.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Design and develop solutions to everyday business-related interactive design challenges encountered during normal business operation using appropriate technologies and techniques.
2. Design and produce game development solutions to address business challenges using appropriate software technologies and techniques.
3. Make continuous additions to a game development design portfolio appropriate for an entry-level position in game and interactive graphic development.
4. Integrate appropriate and meaningful game creation and design solutions to design problems.
5. Communicate effectively with both individuals and groups, orally and in writing.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, video game designer.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED COURSES IN GAME DEVELOPMENT

All courses, 70.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GD 115	Illustration for Games	None	3.00
GD 185	Pixel Mapping for Game Development	None	3.00
GD 215	Level Design I	None	3.00
GD 225	Game Modeling I	None	3.00
GD 235	Game Team Development	None	3.00
GD 247	Game Programming I	GD 215 and IS 103	3.00
GD 255	Serious Gaming	None	3.00
GD 265	Script Writing and Storyboarding	None	3.00
GD 275	Game Apps I	GD 247	3.00
GD 285	Game Development for the Web	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GD 305	Game Development I	GD 247	3.00
GD 315	Animation I	GD 355	3.00
GD 347	Game Programming II	GD 247	3.00
GD 348	Game Apps II	GD 275 and GD 347	3.00
GD 355	Game Modeling II	GD 225	3.00
GD 365	Game Development Production	GD 305	3.00
GD 385	Cinematography	None	3.00
GD 405	Game Development II	GD 305	3.00
GD 425	Advanced Topics in Game Development	GD 405	3.00
GD 426	Web Portfolio for Game Development	GD 425	3.00
GD 435	Games Business	GD 305	3.00
GD 447	Game Programming III	GD 347	3.00
IS 103	Programming Logic	None	4.00

OPEN ELECTIVE COURSES

A minimum of 8.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GD 495	Game Development Capstone Project	Final semester	3.00
GD 497	Game Development Internship	Final semester and PD 214	3.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 40.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

3.00 Semester Credit Hours in Art History
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours of General Education Electives
3.00 Semester Credit Hours in Humanities with a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science with a Lab Component ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 40.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science or logic.

◆ Students in this program must take the following courses to satisfy the natural science with lab requirement:

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 358	Physics	MA 204 or MA 225/ Corequisite SC 358L	3.00
SC 358L	Physics Lab	MA 204 or MA 225/ Corequisite SC 358	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the GD 497 Game Development Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS Internship/Diploma Preparation	None	0.00

BACHELOR OF SCIENCE IN GRAPHIC DESIGN WITH NO DECLARED CONCENTRATION (BSGRDNDC)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Graphic Design With No Declared Concentration program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a wide range of positions in graphic arts. The curriculum is focused on designing and producing work for print, the World Wide Web, television, cinema, multimedia, and digital entertainment. This degree enables students to specialize in topics appropriate for an entry-level position in interactive and graphic arts.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Demonstrate the use of type, imagery, and appropriate technologies and techniques to design socially appropriate solutions to interactive and graphic design problems.
2. Demonstrate a working knowledge of design production tools and interactive and graphic arts systems.
3. Create and maintain a portfolio appropriate for an entry-level position in interactive and graphic arts.
4. Demonstrate the entire creative design and production process from research to delivery of final product to client.
5. Demonstrate appropriate uses of different color modes, including RGB, CMYK, and spot colors.
6. Demonstrate the principles and elements of design as they relate in 2D, 3D, and interactive design.
7. List and describe features of the five families of type, and demonstrate them using the appropriate font in 2D, 3D, and interactive design.
8. Identify artists, techniques, and works of art from different periods of history.
9. Identify career opportunities in graphic design.
10. Communicate effectively to both individuals and groups, visually, orally, and in writing.
11. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, graphic designer, graphic artist, designer, creative director, artist, design director, composing room supervisor, creative manager, desktop publisher, and graphic designer/production.

PROGRAM CONTENT

A minimum of 124.00 semester credit hours is required for graduation.

REQUIRED GRAPHIC DESIGN COURSES

All courses, 48.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 106	Introduction to Management	None	3.00
GA 102	Introduction to Digital Design Applications	None	3.00
GA 103	Graphic Design Fundamentals	None	3.00
GA 104	Illustration Fundamentals	None	3.00
GA 105	Digital Photography—Introduction	GA 102	3.00
GA 201	Color Theory in Design	GA 102	3.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
GA 205	Diagrammatic Design	GA 102	3.00
GA 212	Introduction to Typography	GA 102	3.00
GA 215	Web Design Fundamentals	GA 105	3.00
GA 235	Corporate Identity Design	GA 201	3.00
GA 245	Web in Motion	GA 215	3.00
GA 286	Portfolio Assessment	GA 245 or final semester ▲	3.00
GA 315	Advanced Dynamic Websites	GA 245	3.00
GA 325	Corporate Campaigns	GA 235	3.00
GA 410	Portfolio in Print Design	GA 325	3.00
GA 420	Online Portfolio Design	GA 315	3.00

▲ In the bachelor's programs, this course is taken after completing GA 245. In the associate's programs, this course is taken in the final semester.

OPEN ELECTIVE COURSES

A minimum of 30.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
GA 490	Capstone Project	Final semester	4.00
GA 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 40.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

6.00 Semester Credit Hours in Humanities With a Critical Thinking Focus (3.00 Hours Must Have a Critical Thinking Focus) ** ◆ ●

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component ▲

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSGRDNDC program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

- Students in this BSGRDNDC program must take HU 320 Art History to satisfy 3.00 semester credit hours of this requirement.

▲ REQUIRED NATURAL SCIENCE WITH LAB COMPONENT COURSES

Students must take the following Herzing University courses to satisfy this requirement

Course Number	Course Name	Prerequisite	Semester Credit Hours
SC 242	Anatomy for Artists	Corequisite SC 242L	3.00
SC 242L	Anatomy for Artists Lab	Corequisite SC 242	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the GA 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN GRAPHIC DESIGN WITH A CONCENTRATION IN PRINT DESIGN (BSGRDPD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Graphic Design With a Concentration in Print Design program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a wide range of positions in graphic arts. The curriculum is focused on designing and producing work for print, the World Wide Web, television, cinema, multimedia, and digital entertainment. This degree enables students to specialize in topics appropriate for an entry-level position in interactive and graphic arts.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Demonstrate the use of type, imagery, and appropriate technologies and techniques to design socially appropriate solutions to interactive and graphic design problems.
2. Demonstrate a working knowledge of design production tools and interactive and graphic arts systems.
3. Create and maintain a portfolio appropriate for an entry-level position in interactive and graphic arts.
4. Demonstrate the entire creative design and production process from research to delivery of final product to client.
5. Demonstrate appropriate uses of different color modes, including RGB, CMYK, and spot colors.
6. Demonstrate the principles and elements of design as they relate in 2D, 3D, and interactive design.
7. List and describe features of the five families of type, and demonstrate them using the appropriate font in 2D, 3D, and interactive design.
8. Identify artists, techniques, and works of art from different periods of history.
9. Identify career opportunities in graphic design.
10. Communicate effectively to both individuals and groups, visually, orally, and in writing.
11. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, graphic designer, graphic artist, designer, creative director, artist, design director, composing room supervisor, creative manager, desktop publisher, and graphic designer/production.

PROGRAM CONTENT

A minimum of 124.00 semester credit hours is required for graduation.

REQUIRED GRAPHIC DESIGN COURSES

All courses, 39.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 106	Introduction to Management	None	3.00
GA 102	Introduction to Digital Design Applications	None	3.00
GA 103	Graphic Design Fundamentals	None	3.00
GA 104	Illustration Fundamentals	None	3.00
GA 105	Digital Photography—Introduction	GA 102	3.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
GA 201	Color Theory in Design	GA 102	3.00
GA 205	Diagrammatic Design	GA 102	3.00
GA 212	Introduction to Typography	GA 102	3.00
GA 215	Web Design Fundamentals	GA 105	3.00
GA 235	Corporate Identity Design	GA 201	3.00
GA 245	Web in Motion	GA 215	3.00
GA 286	Portfolio Assessment	GA 245 or final semester ▲	3.00
GA 315	Advanced Dynamic Websites	GA 245	3.00

▲ In the bachelor's programs, this course is taken after completing GA 245. In the associate's programs, this course is taken in the final semester.

REQUIRED COURSES IN PRINT DESIGN

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GA 220	Pixel Based Images	GA 102	3.00
GA 255	Fundamentals of 3D Design	GA 205	3.00
GA 265	Exhibition Design	GA 255	3.00
GA 310	Print Production	GA 201	3.00
GA 325	Corporate Campaigns	GA 235	3.00
GA 345	Vector Graphic Design	GA 205	3.00
GA 410	Portfolio in Print Design	GA 325	3.00
GA 420	Online Portfolio Design	GA 315	3.00

OPEN ELECTIVE COURSES

A minimum of 15.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GA 490	Capstone Project	Final semester	4.00
GA 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 40.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

6.00 Semester Credit Hours in Humanities With a Critical Thinking Focus (3.00 Hours Must Have a Critical Thinking Focus) ** ◆ ●

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component ▲

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSGRDPD program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

● Students in this BSGRDPD program must take HU 320 Art History to satisfy 3.00 semester credit hours of this requirement.

▲ REQUIRED NATURAL SCIENCE WITH LAB COMPONENT

Students must take the following Herzing University courses to satisfy this requirement.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 242	Anatomy for Artists	None/Corequisite SC 242L	3.00
SC 242L	Anatomy for Artists Lab	None/Corequisite SC 242	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the GA 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN GRAPHIC DESIGN WITH A CONCENTRATION IN WEB DESIGN (BSGRDWD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This Bachelor of Science in Graphic Design With a Concentration in Web Design program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a wide range of positions in Web design. The curriculum is focused on designing and producing work for the World Wide Web, television, cinema, multimedia, and digital entertainment. This degree enables students to specialize in topics appropriate for an entry-level position in web design.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate a working knowledge of web design production tools and design systems.
2. Demonstrate the use of type, imagery, and appropriate technologies and techniques when designing for the web.
3. Create and maintain a portfolio appropriate for an entry-level position in web design.
4. Demonstrate appropriate uses of different color modes, including RGB, CMYK, and spot colors.
5. Demonstrate the entire creative design and production process from research to delivery of final product or publishing of a website.
6. Demonstrate the principles and elements of design as they relate to web design.
7. List and describe features of the five families of type, and demonstrate them using the appropriate font choices for web design.
8. Identify career opportunities in graphic design.
9. Identify artists, techniques, and works of art from different periods of history.
10. Communicate effectively to both individuals and groups, visually, orally, and in writing.
11. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, graphic designer, graphic artist, designer, creative director, artist, design director, composing room supervisor, creative manager, desktop publisher, and graphic designer/production.

PROGRAM CONTENT

A minimum of 124.00 semester credit hours is required for graduation.

REQUIRED CORE GRAPHIC DESIGN COURSES

All courses, 39.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 106	Introduction to Management	None	3.00
GA 102	Introduction to Digital Design Applications	None	3.00
GA 103	Graphic Design Fundamentals	None	3.00
GA 104	Illustration Fundamentals	None	3.00
GA 105	Digital Photography—Introduction	GA 102	3.00
GA 201	Color Theory in Design	GA 102	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GA 205	Diagrammatic Design	GA 102	3.00
GA 212	Introduction to Typography	GA 102	3.00
GA 215	Web Design Fundamentals	GA 105	3.00
GA 235	Corporate Identity Design	GA 201	3.00
GA 245	Web in Motion	GA 215	3.00
GA 286	Portfolio Assessment	GA 245 or final semester ▲	3.00
GA 315	Advanced Dynamic Websites	GA 245	3.00

▲ In the bachelor's programs, this course is taken after completing GA 245. In the associate's programs, this course is taken in the final semester.

REQUIRED COURSES IN WEB DESIGN

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GA 220	Pixel Based Images	GA 102	3.00
GA 307	Advanced Digital Imaging	GA 220	3.00
GA 322	Managing Web and Interactive Media	GA 215, GA 245 and GA 315	3.00
GA 335	Web Design II	GA 315	3.00
GA 342	Rich Media	GA 322	3.00
GA 405	New Media Design Studio: Across Mediums	GA 322 and GA 342	3.00
GA 415	Web Design III/Advanced Coding	GA 335	3.00
GA 420	Online Portfolio Design	GA 315	3.00

OPEN ELECTIVE COURSES

A minimum of 15.00 semester credit hours of open electives is required.

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
GA 490	Capstone Project	Final semester	4.00
GA 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 40.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆

3.00 Semester Credit Hours in Cultural Diversity

6.00 Semester Credit Hours in English Composition or Literature

3.00 Semester Credit Hours in General Education Electives ◆

6.00 Semester Credit Hours in Humanities With a Critical Thinking Focus (3.00 Hours Must Have a Critical Thinking Focus) ** ◆ ●

1.00 Semester Credit Hour in Information Literacy

7.00 Semester Credit Hours in Mathematics (College Algebra or Above)

4.00 Semester Credit Hours of Natural Science With a Lab Component ▲

3.00 Semester Credit Hours in Social or Behavioral Science

3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSGRDWD program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

● Students in this BSGRDWD program must take HU 320 Art History to satisfy 3.00 semester credit hours of this requirement.

▲ REQUIRED NATURAL SCIENCE WITH LAB COMPONENT

Students must take the following Herzing University courses to satisfy this requirement.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 242	Anatomy for Artists	None/Corequisite SC 242L	3.00
SC 242L	Anatomy for Artists Lab	None/Corequisite SC 242	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the GA 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN HEALTH INFORMATION MANAGEMENT (BSHIM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This CAHIIM-accredited program prepares students with the necessary skills and knowledge in the health information management field for management positions in a variety of health-related settings including hospitals, clinics, long-term care settings, consulting firms, government agencies, insurance companies, and software vendors. A health information management professional is responsible for the management of health information systems consistent with medical, administrative, ethical, and legal requirements of the healthcare delivery system. They are experts in coding and classification systems, managing patient health information, and administrating computer information systems. Individuals with interests in computer science, business administration, health science, and healthcare administration are well-suited for a career in health information management. Upon completion of this degree, students are eligible to take the Registered Health Information Administrator (RHIA) certification examination.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Manage patient health records including data structure, content, and standards.
2. Maintain organizational compliance with regulations, accreditation, licensure, and certification standards.
3. Implement and manage software applications and processes for all areas relating to health information management.
4. Understand the national health information initiatives that impact healthcare delivery systems, clinical classification systems, and reimbursement methodologies.
5. Organize and coordinate facility-wide quality management and performance improvement programs.
6. Develop and implement organization-wide confidentiality and privacy policies and procedures.
7. Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes.
8. Effectively manage human resources to facilitate staff recruitment, retention, and supervision while ensuring compliance with employment laws.
9. Apply principles of research methodologies.
10. Demonstrate knowledge of healthcare statistics, financial management, and accounting principles.
11. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical records manager, medical records clerk, health information clerk, medical records technician, medical records coordinator, medical records director, and coder.

PROGRAM CONTENT

A minimum of 124.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 110	Payroll Accounting	AC 107	3.00
BU 106	Introduction to Management	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
HI 310	Healthcare Finance and Revenue Cycle Methodology	AC 107 and HI 296	3.00

REQUIRED COURSES IN HEALTH INFORMATION MANAGEMENT

All courses, 49.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 401	Current Issues in Healthcare	None	3.00
HI 105	Introduction to Healthcare Information Systems	EN 090, EN 104, MA 090 (or test out), and IS 102	1.00
HI 210	Principles of Health Information Management	EN 106, HI 105, and HU 101	3.00
HI 215	Fundamentals of Healthcare Law and Ethics for Health Information Professionals	HI 210	3.00
HI 221	Health Sciences for ICD-10	Anatomy and Physiology With Lab	2.00
HI 225	Foundations of Classification, Compliance and Reimbursement Methodologies in Health Information Management	HI 210, HI 215, and MC 273	3.00
HI 230	Foundations of Healthcare Quality, Statistics, and Performance Improvement	PD 213/Corequisite HI 296	3.00
HI 296	Professional Practice Internship	HI 225 and PD 213/Corequisite HI 230	2.00
HI 301	Epidemiology	HI 296 and MA 320	3.00
HI 320	Healthcare Data	HI 301	3.00
HI 455	Healthcare Information Management Systems	BU 345, HI 210, and HI 320	3.00
HI 480	Research Methodologies	BU 407 and HI 320	3.00
HI 491	Management Affiliation	Final course and PD 491	2.00
MC 271	Diagnosis Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 272	Procedure Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 273	Diagnosis Coding II	MC 271	3.00
MC 274	Procedure Coding II	MC 272	3.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/Corequisite MO 150	1.00

ELECTIVE COURSES

A minimum of 8.00 semester credit hours is required. Students may take any healthcare management, business management, or human resources course. At least 3.00 semester credit hours must be at the 300- or 400-level. HC 305 Healthcare Human Resource Management is a recommended healthcare elective course for the BSHIM program.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 41.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be 300- or 400-level courses. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hours in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 41.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science, or logic.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSHIM program must complete a minimum of 41.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required, in addition to PD 213 and PD 491.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 213	Health Information Management Internship Preparation	None	0.00
PD 491	Management Affiliation Internship Preparation	Final semester	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
AC 107	45.00			45.00	3.00
BU 106	45.00			45.00	3.00
BU 302	45.00			45.00	3.00
BU 345	45.00			45.00	3.00
BU 407	45.00			45.00	3.00
EC 111	45.00			45.00	3.00
HC 401	45.00			45.00	3.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
HI 105	15.00			15.00	1.00
HI 210	45.00			45.00	3.00
HI 215	45.00			45.00	3.00
HI 221	30.00			30.00	2.00
HI 225	45.00			45.00	3.00
HI 230	45.00			45.00	3.00
HI 296			90.00	90.00	2.00
HI 301	45.00			45.00	3.00
HI 310	45.00			45.00	3.00
HI 320	45.00			45.00	3.00
HI 455	45.00			45.00	3.00
HI 480	45.00			45.00	3.00
HI 491			90.00	90.00	2.00
MC 271	45.00			45.00	3.00
MC 272	45.00			45.00	3.00
MC 273	45.00			45.00	3.00
MC 274	45.00			45.00	3.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
Cultural Diversity	45.00			45.00	3.00
Elective Courses	120.00			120.00	8.00
English Composition or Literature	90.00			90.00	6.00
General Education Electives	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	105.00			105.00	7.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**1,755.00**	**90.00**	**180.00**	**2,025.00**	**124.00**

BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT (BSHCM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students with the foundational skills and knowledge necessary for entry-level management positions in healthcare. The program combines a foundation of technical coursework in a healthcare discipline with a management curriculum to be successful in managing in a healthcare environment. Many students enter into this bachelor's degree program after having completed a certificate, diploma, or associate's program in a healthcare discipline. Students who have not completed all the requirements of a healthcare program may complete coursework by taking individual healthcare courses drawn from Herzing University's healthcare programs. All students complete the same management curriculum to prepare them to manage in the healthcare industry.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Critique theories and principles of healthcare management.
2. Summarize knowledge of management principles to functional areas of healthcare.
3. Evaluate the use of management skills in leadership.
4. Critique determinants and measurements of health and disease in epidemiology, public health, and promotion of health and disease prevention.
5. Distinguish the health services organizations and delivery structures, functions, and professionals.
6. Compare unique characteristics of law and ethics in health services.
7. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, office manager, program manager, clinical director, and practice administrator.

PROGRAM CONTENT

A minimum of 121.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 27.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
BU 106	Introduction to Management	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 329	Managing Project Teams	BU 302	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
HC 306	Healthcare Finance	AC 107, BU 106, and MA 320	3.00
HC 310	Medical Law and Ethics	None	3.00

REQUIRED COURSES IN HEALTHCARE MANAGEMENT

All courses, 15.00 semester credit hours, are required. ▲

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 301	Epidemiology and Applied Healthcare Statistics	MA 320	3.00
HC 305	Healthcare Human Resource Management	None	2.00
HC 311	Management of Patient Records	HC 310	1.00
HC 401	Current Issues in Healthcare	None	3.00
HC 405	Healthcare Quality	HC 301	3.00
HC 450	Healthcare Information Systems	BU 329, HC 306, and HC 311	3.00

TRANSFER CREDITS FROM AN ASSOCIATE'S OR DIPLOMA PROGRAM IN HEALTHCARE

A minimum of 37.00 semester credit hours is required from a combination of healthcare electives and credits transferred from the core (non-general education) courses of a healthcare-related associate's or diploma program. Students not transferring in 37.00 semester credit hours in healthcare courses may make up the difference with healthcare elective courses.

◆ **Transfer Credits in Healthcare**

All of the core courses may be transferred from a healthcare-related program to satisfy this requirement. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. *Note: General education transfer credits are applied under general education.*

Associate or diploma programs from which healthcare courses may be accepted include, but are not limited to, the following.

- Dental Assisting
- Emergency Medical Technician
- Healthcare Management
- Insurance Billing and Coding Specialist
- Medical Assisting Services
- Medical Laboratory Technician
- Medical Office Administration
- Nursing ▲
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- Surgical Technology

▲ **Special Note for Herzing University Practical Nursing Diploma Programs:** Each course in the following Herzing University practical nursing diploma programs is accepted for full credit towards the Bachelor of Science in Healthcare Management program.

- Diploma in Practical Nursing—Birmingham (DPNAL)
- Diploma in Practical Nursing—Madison (DPNWI)
- Diploma in Practical Nursing—Orlando (DPNFL)

REQUIRED CAPSTONE OR INTERNSHIP

A minimum of 3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 490 *	Healthcare Management Internship	Final semester and PD 214	3.00
HC 492	Capstone Project	Final semester	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hours in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours in Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSHCM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the HC 490 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN HEALTHCARE MANAGEMENT—DENTAL HYGIENE EMPHASIS (BSHCMDH)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students with the necessary skills and academic knowledge for entry-level management positions in healthcare management with an emphasis on dental hygiene. It is structured as a "three-plus-one" degree where students who have already completed a typically lengthy associate's degree in dental hygiene (in the range of 90.00 semester credit hours) can top off that degree with an advanced management curriculum. Combined, this gives the graduate both the technical grounding in a dental hygiene program (from earlier training in dental hygiene from their associate's level studies) and the business and management skills to effectively manage within the dental hygiene profession.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Understand and be able to apply the skills and techniques needed by healthcare professionals in either an administrative or clinical setting (based on prior associate-level healthcare studies).
2. Demonstrate knowledge of the effective business practices and office administration techniques used in the offices of healthcare providers.
3. Communicate professionally with patients, coworkers, and medical providers.
4. Demonstrate the ability to utilize industry standard accounting principles, accounting-based software, and principles to analyze financial information in order to support and evaluate managerial decision making.
5. Demonstrate knowledge of the unique aspects of managing human resources in a healthcare setting.
6. Comprehend the current trends in the healthcare industry.
7. Demonstrate the ability to formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
8. Demonstrate the ability to define and articulate organizational, operational, ethical, legal, and managerial issues impacting the student's major area of study.
9. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, office manager, program manager, clinical director, and practice administrator.

PROGRAM CONTENT

A minimum of 126.00 semester credit hours is required for graduation.

REQUIRED COURSES IN BUSINESS

All courses, 18.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102 *	3.00
BU 106	Introduction to Management	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 345	Project Management	None	3.00
BU 361	Cross-Cultural Management Dimensions	BU 106 and SS 310	3.00

** The IS 102 prerequisite is waived for this program.*

REQUIRED COURSES IN HEALTHCARE MANAGEMENT

All courses, 9.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 305	Healthcare Human Resource Management	None	2.00
HC 310	Medical Law and Ethics	None	3.00
HC 311	Management of Patient Records	HC 310	1.00
HI 305	Healthcare Finance	AC 107	3.00

TRANSFER CREDITS IN DENTAL HYGIENE

A minimum of 64.00 semester credit hours is required. Up to 64.00 semester credit hours of program core and support courses may be transferred from a completed associate's degree in dental hygiene from Herzing University or another nationally or regionally accredited college or university. A minimum of 10.00 semester credit hours must be from upper level (300- or 400-level) courses. If less than 64.00 semester credit hours of core or support courses are included in the completed dental hygiene associate's degree, the balance may be made up with open electives.

GENERAL EDUCATION REQUIRED COURSES

Students enrolled in this bachelor's degree must complete a minimum of 33.00 semester credit hours in general education—including the general education coursework completed for their associate's degree in dental hygiene. These credits must be distributed among the following disciplines, and a minimum of 9.00 semester credit hours must be from upper level (300-400 level) courses. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements.

3.00 Semester Credit Hours in Cultural Diversity

7.00 Semester Credit Hours in English or Communications

6.00 Semester Credit Hours in Humanities

8.00 Semester Credit Hours in Mathematics or Natural Science

9.00 Semester Credit Hours in Social or Behavioral Science

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

BACHELOR OF SCIENCE IN HOMELAND SECURITY AND PUBLIC SAFETY WITH NO MINOR OR CONCENTRATION (BSHSPSN)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with a comprehensive academic knowledge of public safety, including criminology, law enforcement, courts, fire science, corrections, and industrial security, as it relates to the coordination of homeland security activities between public safety agencies at various levels of government as well as the skills and techniques used in these disciplines. This degree can also provide advancement opportunities for law enforcement personnel requiring a bachelor's degree when applying for or advancing within the profession. (Some states, including Minnesota, may require state certification or academy completion before being hired in a law enforcement position.)

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate a basic knowledge of law enforcement practices and the legal bases for decision making.
2. Demonstrate a basic knowledge of emergency response including the National Incident Management System (NIMS) and the Incident Command System (ICS) managed by the Federal Emergency Management Agency (FEMA) under the Department of Homeland Security (DHS).
3. Demonstrate proficiency in identifying and developing coordinated responses to "all risks" plans and hazards.
4. Exhibit a detailed understanding of coordinated emergency response to all acts of terrorism and natural disasters and the role of both public and private responders to such incidents.
5. Analyze, define, and articulate organizational, social, and ethical issues impacting public safety personnel.
6. Examine and differentiate between the different levels of trauma and the management of stress for public safety responders.
7. Demonstrate knowledge of the American Criminal Justice System, including the interaction between its part and the impact (role) of each in addressing public safety in a complex and culturally diverse society.
8. Differentiate between the distinguishing elements of homeland security and public safety by demonstrating knowledge of emergency preparedness, planning, and response as applied in both the public and private sector.
9. Demonstrate proficiency in understanding criminalistics and evidence forensics.
10. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first-line supervisor of protective service worker.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED COURSES IN HOMELAND SECURITY AND PUBLIC SAFETY

All courses, 41.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 105	Introduction to Criminal Justice	None	3.00
CJ 115	Criminal Law	None	3.00
CJ 120	Introduction to Criminology	None	3.00
CJ 130	Introduction to Law and Judicial Process	None	3.00
CJ 200	Introduction to Corrections	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 210	Law Enforcement Security	CJ 130	3.00
CJ 220	Ethics in Law Enforcement	CJ 105	3.00
CJ 230	Evidence Forensics	CJ 130	4.00
CJ 250	Juvenile Justice	None	3.00
FS 100	Introduction to Fire Service	None	3.00
HS 100	Introduction to Homeland Security	None	3.00
HS 205	Domestic and International Terrorism	None	4.00
HS 320	Critical Incident Stress Management	PS 101	3.00

OPEN ELECTIVE COURSES

A minimum of 38.00 semester credit hours of open electives is required. At least 12.00 semester credit hours must be at the upper level (300- or 400-level courses).

REQUIRED CAPSTONE OR INTERNSHIP

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HS 491	Homeland Security Capstone Project	Final semester	4.00
HS 494 *	Internship	Final semester and PD 214	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSHSPSN program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the HS 494 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY WITH NO CONCENTRATION (BSITNC)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Information Technology With No Concentration program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions and for careers in the administration and management of information technology. The curriculum is focused on designing, implementing, and supporting solutions to business problems in the general categories of information technology, information management, and business communications. The program keeps pace with changing technology by offering courses that focus on emerging technologies. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in information technology or systems.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Demonstrate proficiency in networking, standards, and security issues necessary to design, implement, and evaluate information technology solutions.
2. Design, develop, and evaluate systems based on end-user profiles and interactions.
3. Reconcile conflicting project objectives in the design of networking and security systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizational requirements.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of information technology systems.
5. Apply current theories, models, and techniques in the analysis, design, implementation, and testing of secure network infrastructures across LANs and WANs.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer and information systems managers and computer network architects.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN INFORMATION TECHNOLOGY

All courses, 42.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 191	Linux Administration	IS 112	4.00
IS 282	Network Security	IS 191 and NT 180	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 284	Routers and Switches I	IS 112 or IS 185	
or	or		4.00
NT 215	Routers and Switches	IS 112	
IT 201	Internet Concepts and Human Computer Interaction	IS 112	4.00
IT 345 ◗	Information Technology Project Management	IS 102	3.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186	4.00
NT 200	Network Infrastructure Administration	NT 180	4.00

◗ Completion of IT 345 may be waived with the permission of the Academic Dean if the student has already completed BU 345 Project Management.

ELECTIVE COURSES IN TECHNOLOGY ADMINISTRATION

A minimum of 4.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NT 302	Advanced Network Infrastructure	NT 200	4.00
NT 305	Virtualization	NT 200	4.00
NT 325	System Administration Scripting	IS 103	4.00

ELECTIVE COURSES IN SECURITY TECHNOLOGY

A minimum of 4.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 421	Firewall Security	IS 282	4.00
NT 343	Computer and Network Forensics	IS 282	4.00

ELECTIVE COURSES IN INFORMATION TECHNOLOGY ADMINISTRATION AND MANAGEMENT

A minimum of 8.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 286	Routers and Switches II	IS 284	4.00
IS 421	Firewall Security	IS 282	4.00
IT 366	Cloud Computing	NT 305	4.00
NT 210	Directory Services Administration	NT 180	4.00
NT 230	Building Scalable Internetworks	IS 286 or NT 215	4.00
NT 302	Advanced Network Infrastructure	NT 200	4.00
NT 305	Virtualization	NT 200	4.00
NT 325	System Administration Scripting	IS 103	4.00
NT 343	Computer and Network Forensics	IS 282	4.00

OPEN ELECTIVE COURSES ◗

A minimum of 16.00 semester credit hours of open electives is required. A minimum of 6.00 semester credit hours must be at the 300- to 400-level.

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN ◗

A minimum of 6.00 semester credit hours is required in one of the following broad areas. At least 3.00 semester credit hours must be at the 300- or 400-level.

- ◆ Accounting (AC), Business Management (BU), and Human Resources (HR)
- ◆ Criminal Justice (CJ) and Homeland Security (HS)
- ◆ Game Development (GD) and Graphic Arts (GA)
- ◆ Health Information Management (HI) and Healthcare Management (HC).

◗ Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an (additional) elective.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 495	Internship	Final semester and PD 214	3.00
IT 491	Information Technology Capstone Project	Final semester	3.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSITNC program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY WITH A CONCENTRATION IN NETWORK MANAGEMENT (BSITNM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Information Technology With a Concentration in Network Management program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions and will educate students in preparing for careers in the administration and management of information technology. The curriculum is focused on designing, implementing, and supporting solutions to business problems in the general categories of information technology, information management, and business communications. The program keeps pace with changing technology by offering courses that focus on emerging technologies. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in information technology or systems.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Demonstrate proficiency in networking, standards, and security issues necessary to design, implement, and evaluate information technology solutions.
2. Design, develop, and evaluate systems based on end-user profiles and interactions.
3. Reconcile conflicting project objectives in the design of networking and security systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizational requirements.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of information technology systems.
5. Apply current theories, models, and techniques in the analysis, design, implementation, and testing of secure network infrastructures across LANs and WANs.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer and information systems managers and computer network architects.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN INFORMATION TECHNOLOGY

All courses, 42.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 191	Linux Administration	IS 112	4.00
IS 282	Network Security	IS 191 and NT 180	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 284	Routers and Switches I	IS 112 or IS 185	
or	or		4.00
NT 215	Routers and Switches	IS 112	
IT 201	Internet Concepts and Human Computer Interaction	IS 112	4.00
IT 345 ◗	Information Technology Project Management	IS 102	3.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186	4.00
NT 200	Network Infrastructure Administration	NT 180	4.00

◗ Completion of IT 345 may be waived with the permission of the Academic Dean if the student has already completed BU 345 Project Management.

REQUIRED COURSES IN TECHNICAL SPECIALTY DOMAIN—NETWORK MANAGEMENT

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 286	Routers and Switches II	IS 284	
or	or		4.00
NT 230	Building Scalable Internetworks	IS 286 or NT 215	
IS 421	Firewall Security	IS 282	4.00
NT 302	Advanced Network Infrastructure	NT 200	4.00
NT 305	Virtualization	NT 200	4.00
NT 325	System Administration Scripting	IS 103	4.00
NT 341	Mail Servers	IS 191 and NT 180	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—NETWORK MANAGEMENT

A minimum of 11.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 170	Visual Basic I	IS 103	4.00
IS 186	Computer Architecture and Troubleshooting II	IS 185	4.00
IS 214	SQL Server Administration	NT 180	4.00
IS 216	Database Concepts and Applications II	IS 182	3.00
IS 239	TCP/IP	IS 112	4.00
IS 289	Applied Routers and Switches	IS 286	4.00
IS 292	Linux Application Server	IS 191	4.00
IS 332	Data Warehousing	IS 216	3.00
IS 345	Business Systems Analysis	IS 112	3.00
IS 420	Advanced Specialization	Program GPA of 3.0 and written approval of both the faculty advisor and academic dean	3.00
IT 231	CompTIA A+ Competency Workshop	IS 102 and IS 186	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IT 232	MCSA Competency Workshop	NT 180, NT 200, and NT 210	4.00
IT 233	CCNA Competency Workshop	IS 289	4.00
IT 330	Routing and Switching Security	IS 284 or NT 215	4.00
IT 365	Network Infrastructure Hardening	NT 200	4.00
IT 366	Cloud Computing	NT 305	4.00
IT 380	Cloud Computing and Virtualization Competency Workshop	IT 366 and NT 315	4.00
NT 210	Directory Services Administration	NT 180	4.00
NT 315	Designing Network Security	NT 200	4.00
NT 320	Wireless Networking Fundamentals	IS 112	4.00
NT 343	Computer and Network Forensics	IS 282	4.00
NT 353	Network Defense	IS 282	4.00
NT 360	Supporting Enterprise Applications	NT 200	4.00
NT 370	Web Server Installation and Administration	NT 200	4.00
NT 382	Multilayer Switching	IS 112	4.00
NT 400	Internetwork Troubleshooting	IS 112	4.00
NT 401	Voice-Over IP	IS 112	4.00

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN

A minimum of 3.00 semester credit hours is required in one of the following broad areas.

- Accounting (AC), Business Management (BU), and Human Resources (HR)
- Criminal Justice (CJ) and Homeland Security (HS)
- Game Development (GD) and Graphic Arts (GA)
- Health Information Management (HI) and Healthcare Management (HC).

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 495 *	Internship	Final semester and PD 214	3.00
IT 491	Information Technology Capstone Project	Final semester	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSITNM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY WITH A CONCENTRATION IN SECURITY TECHNOLOGY (BSITST)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Information Technology With a Concentration in Security Technology program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions and will educate students in preparing for careers in the administration and management of information technology. The curriculum is focused on designing, implementing, and supporting solutions to business problems in the general categories of information technology, information management, and business communications with emphasis on security technology. The program helps students to develop skills needed to design an organization's security systems procedures, standards, protocols, and policies, as well as ensure that operational security is in compliance with standards. The program keeps pace with changing technology by offering courses that focus on emerging technologies. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in information technology or systems.

PROGRAM OBJECTIVES

Upon completion of the program, students should be able to demonstrate the ability to participate as a team member or to manage projects that:

1. Demonstrate proficiency in networking, standards, and security issues necessary to design, implement, and evaluate information technology solutions.
2. Design, develop, and evaluate systems based on end-user profiles and interactions.
3. Reconcile conflicting project objectives in the design of networking and security systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizational requirements.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of information technology systems.
5. Apply current theories, models, and techniques in the analysis, design, implementation, and testing of secure network infrastructures across LANs and WANs.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer and information systems managers and computer network architects.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN INFORMATION TECHNOLOGY

All courses, 42.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 191	Linux Administration	IS 112	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 282	Network Security	IS 191 and NT 180	4.00
IS 284	Routers and Switches I	IS 112 or IS 185	
or	or		4.00
NT 215	Routers and Switches	IS 112	
IT 201	Internet Concepts and Human Computer Interaction	IS 112	4.00
IT 345 ◗	Information Technology Project Management	IS 102	3.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186	4.00
NT 200	Network Infrastructure Administration	NT 180	4.00

◗ Completion of IT 345 may be waived with the permission of the Academic Dean if the student has already completed BU 345 Project Management.

REQUIRED COURSES IN TECHNICAL SPECIALTY DOMAIN—SECURITY TECHNOLOGY

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 421	Firewall Security	IS 282	4.00
IT 335	Ethical Hacking	IS 282	4.00
NT 305	Virtualization	NT 200	4.00
NT 315	Designing Network Security	NT 200	4.00
NT 343	Computer and Network Forensics	IS 282	4.00
NT 353	Network Defense	IS 282	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—SECURITY TECHNOLOGY

A minimum of 11.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 170	Visual Basic I	IS 103	4.00
IS 186	Computer Architecture and Troubleshooting II	IS 185	4.00
IS 214	SQL Server Administration	NT 180	4.00
IS 216	Database Concepts and Applications II	IS 182	3.00
IS 239	TCP/IP	IS 112	4.00
IS 286	Routers and Switches II	IS 284	4.00
IS 289	Applied Routers and Switches	IS 286	4.00
IS 292	Linux Application Server	IS 191	4.00
IS 332	Data Warehousing	IS 216	3.00
IS 345	Business Systems Analysis	IS 112	3.00
IS 420	Advanced Specialization	Program GPA of 3.0 and written approval of both the faculty advisor and academic dean	3.00
IT 330	Routing and Switching Security	IS 284 or NT 215	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IT 365	Network Infrastructure Hardening	NT 200	4.00
IT 366	Cloud Computing	NT 305	4.00
IT 371	Web Security	NT 370	4.00
IT 460	Advanced Security Implementation	IS 282 and NT 200	4.00
IT 470	Enterprise Security Solutions	IS 282 and NT 200	4.00
NT 210	Directory Services Administration	NT 180	4.00
NT 302	Advanced Network Infrastructure	NT 200	4.00
NT 320	Wireless Networking Fundamentals	IS 112	4.00
NT 341	Mail Servers	IS 191 and NT 180	4.00
NT 370	Web Server Installation and Administration	NT 200	4.00
NT 401	Voice-Over IP	IS 112	4.00

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN

A minimum of 3.00 semester credit hours is required in one of the following broad areas.

- Accounting (AC), Business Management (BU), and Human Resources (HR)
- Criminal Justice (CJ) and Homeland Security (HS)
- Game Development (GD) and Graphic Arts (GA)
- Health Information Management (HI) and Healthcare Management (HC).

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 495 *	Internship	Final semester and PD 214	3.00
IT 491	Information Technology Capstone Project	Final semester	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSITST program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN LEGAL STUDIES (BSLS)

Only the Herzing University paralegal programs at New Orleans and Atlanta are approved by the American Bar Association (ABA). The Herzing Legal Studies program offered online is not approved by the ABA.

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program is designed to provide in-depth understanding of the legal system as it relates to the law, the courts, clients, and lawyers. The core curriculum provides a solid foundation of legal, ethical, technical, and communication skills. Students will be prepared for entry-level or management training positions in office administration or other business enterprises requiring a legal studies background.

SPECIAL ADMISSIONS

Students at the Atlanta and New Orleans campuses must complete all paralegal courses at the campus in a traditional classroom format.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to utilize industry standard accounting principles, accounting-based software, and principles to analyze financial information in order to support and evaluate managerial decision making.
2. Demonstrate the ability to formulate strategic and operational business solutions typically encountered during normal operation of a small- or mid-sized entity utilizing a range of management tools within an ethical environment.
3. Demonstrate mastery of industry standard spreadsheets, databases, and accounting systems.
4. Demonstrate the ability to define and articulate organizational, operations, ethical, legal, and managerial issues impacting the student's major area of study.
5. Think critically at a conceptual level and using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the content of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, paralegal and legal assistant.

PROGRAM CONTENT

A minimum of 126.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 30.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 305	Administrative Law	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED INTRODUCTORY LEGAL STUDIES COURSES

All courses, 34.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 102 *	Computers and Application Software	None	4.00
PL 100	Introduction to Legal Assisting	None	3.00
PL 106	Legal Research	PL 100	3.00
PL 115	Contract Law	PL 100 and PL 106	3.00
PL 131	Torts	PL 106	3.00
PL 132	Family Law	PL 106	3.00
PL 140	Ethics and Paralegal Professionalism	PL 100	3.00
PL 180	Law Office Procedures	PL 106	3.00
PL 215	Civil Litigation	PL 106	3.00
PL 250	Legal Writing	EN 104 and PL 106	3.00
PL 298	NALA Certification Review	Final course	3.00

* *IS 102: The American Bar Association does not consider this a general education course.*

REQUIRED ADVANCED LEGAL STUDIES COURSES

All courses, 9.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PL 300	Legal Office Administration	PL 180	3.00
PL 425	Business Organizations	PL 106	3.00
PL 450	Advanced Legal Research	PL 250	3.00

ELECTIVE COURSES

A minimum of 12.00 semester credit hours is required. At least 9.00 semester credit hours must be paralegal (PL) courses.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 206	Business Law I	None	3.00
BU 403	Constitutional Law	None	3.00
HR 100	Introduction to Human Resource Management	None	3.00
HR 230	Employment Law and Labor Relations	BU 206 and HR 100	3.00
HR 340	Alternative Dispute Resolution (ADR) Essentials	HR 100	3.00
IS 120	Word Processing	IS 102	4.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
IS 160	Spreadsheets	IS 102	4.00
PL 139	Wills, Trusts and Estates	PL 106	3.00
PL 220	Bankruptcy	None	3.00
PL 225	Criminal Law	PL 106	3.00
PL 235	Property Law and Intellectual Property Law	PL 106	3.00
PL 246	Environmental Law and Administrative Agencies	PL 106	3.00

REQUIRED PROJECT MANAGEMENT

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 345	Project Management	None	3.00

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 33.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300-400 level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours of General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 33.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN NURSING (BSN)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This comprehensive bachelor's degree in nursing curriculum focuses on health promotion, risk reduction, disease prevention, illness, and disease management and includes information about healthcare technologies using evidence-based practice. The liberal arts education core provides a strong foundation for developing clinical judgment and critical thinking skills required in professional nursing.

This BSN program is approved by the state boards of nursing in the states where it is currently offered and prepares students to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) upon completion of the program. Graduates who successfully pass this national examination will be eligible to practice as registered nurses in the state in which they took the examination and will also be eligible to apply for licensure in all 50 states.

The general education and core nursing courses will build on each other and will be integrated throughout the program. Theoretical instruction is integrated with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional nurse.

Graduates will be eligible to take the National Council Licensing Examination for registered nurses and will be prepared for entry-level positions as a baccalaureate-prepared generalist registered nurse. In providing care to individuals, families, and/or populations, baccalaureate generalist nurses will serve as designers, coordinators, managers, and members of the profession. In providing care, nurses will also serve as patient advocates and educators. The focus of care may be an individual, a group, or a specific population. Graduates will also be prepared to assume first-line management positions and be prepared to pursue graduate education.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Practice using caring, compassionate, culturally competent, and evidence-based practices in the roles of the baccalaureate nurse using the nursing process to provide patient/client-centered care in a variety of healthcare settings.
2. Use a broad base of techniques to communicate effectively with clients, families, healthcare teams, and communities.
3. Use critical thinking and decision making, local, state, national and global policies, legislative concepts, and healthcare economics to effect quality healthcare in the evolving healthcare system.
4. Integrate knowledge and skills in nursing leadership and management, quality improvement, and patient safety, as required, to provide healthcare.
5. Integrate knowledge and skills to promote health and prevent disease across the life span and the continuum of healthcare environments.
6. Practice professionalism, including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
7. Formulate a professional ethic that includes lifelong learning and continuous professional development in an ever-evolving healthcare environment.
8. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

NURSING SUPPORT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED COURSES IN NURSING

67.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NB 100	Growth and Development	PS 101	3.00
NB 206	Introduction to Professional Nursing	None/Corequisites NB 208 and NB 211	2.00
NB 208	Pathophysiology	NB 100, SC 165, SC 165L, SC 185, SC 185L, SC 245, SC 245L, and SS 120	4.00
NB 209	Health Assessment	NB 100, SC 185, SC 185L, SC 245, SC 245L, and SS 120	3.00
NB 211	Introduction to Clinical Nursing	NB 100, SC 165, SC 165L, SC 185, SC 185L, SC 245, SC 245L, and SS 120/ Corequisites NB 206, NB 208, and NB 209	3.00
NB 216	Adult Health I	NB 211/Corequisite NB 220	6.00
NB 220	Pharmacology	NB 211/Corequisite NB 216	3.00
NB 225	Nursing Informatics	IS 102	3.00
NB 302	Adult Health II	NB 216 and NB 220	6.00
NB 309	Mental Health Nursing	NB 220 and NB 302/ Corequisite NB 316	4.00
NB 316	Gerontological Nursing	NB 220 and NB 302/ Corequisite NB 309	4.00
NB 335	Legal and Ethical Issues in Nursing	NB 206	2.00
NB 401	National and Global Health and Policy Issues	NB 309 and NB 316	2.00
NB 402	Family Nursing	NB 309 and NB 316/ Corequisite NB 412	5.00
NB 412	Community Nursing	NB 309 and NB 316/ Corequisite NB 402	5.00
NB 431	Evidence-Based Nursing Research and Practice	MA 320	3.00
NB 447	Adult Health III/Nursing Practicum	NB 402 and NB 412	6.00
NB 450	Nursing Leadership and Management	NB 402 and NB 412	3.00

GENERAL EDUCATION PREREQUISITE COURSES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- Chemistry
- College Algebra and Statistics
- Microbiology
- Principles of Nutrition

- ◆ Psychology
- ◆ Sociology

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the BSN nursing program in a future cycle.

GENERAL EDUCATION REQUIRED COURSES

Students enrolled in this bachelor degree must complete a minimum of 52.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Chemistry With Lab
3.00 Semester Credit Hours in General Microbiology With Lab
6.00 Semester Credit Hours in Humanities With Critical Thinking ■
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra and Statistics)
2.00 Semester Credit Hours in Natural Science ▲
6.00 Semester Credit Hours in Social or Behavioral Science ◆
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 52.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

▲ Students must take SC 150 Principles of Nutrition to fulfill this requirement.

◆ Students must take PS 101 Psychology and SS 120 Introduction to Sociology to fulfill this requirement.

■ Students must take HU 101 Critical Thinking and any level 300 or above (HU) humanities course to fulfill this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
EN 104 (English Composition or Literature)	45.00			45.00	3.00
EN 106 (Information Literacy)	15.00			15.00	1.00
EN 116 (Speech)	45.00			45.00	3.00
EN 251 (English Composition or Literature)	45.00			45.00	3.00
HU 101 (Humanities)	45.00			45.00	3.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
HU 325 (Humanities)	45.00			45.00	3.00
IS 102 (Computer Applications)	60.00			60.00	4.00
MA 107 (Mathematics)	60.00			60.00	4.00
MA 320 (Mathematics)	45.00			45.00	3.00
NB 100	45.00			45.00	3.00
NB 206	30.00			30.00	2.00
NB 208	60.00			60.00	4.00
NB 209	30.00	30.00		60.00	3.00
NB 211	30.00		45.00	75.00	3.00
NB 216	45.00	30.00	90.00	165.00	6.00
NB 220	45.00			45.00	3.00
NB 225	45.00			45.00	3.00
NB 302	45.00		135.00	180.00	6.00
NB 309	30.00		90.00	120.00	4.00
NB 316	45.00		45.00	90.00	4.00
NB 335	30.00			30.00	2.00
NB 401	30.00			30.00	2.00
NB 402	45.00		90.00	135.00	5.00
NB 412	45.00		90.00	135.00	5.00
NB 431	45.00			45.00	3.00
NB 447	30.00	30.00	135.00	195.00	6.00
NB 450	45.00			45.00	3.00
Personal/Professional Development	30.00			30.00	2.00
PS 101 (Social or Behavioral Science)	45.00			45.00	3.00
SS 120 (Social or Behavioral Science	45.00			45.00	3.00
SC 145 (Anatomy and Physiology)	45.00			45.00	3.00
SC 145L (Anatomy and Physiology)		30.00		30.00	1.00
SC 165 (Microbiology)	30.00			30.00	2.00
SC 165L (Microbiology)		30.00		30.00	1.00
SC 185 (Chemistry)	30.00			30.00	2.00
SC 185L (Chemistry)		30.00		30.00	1.00
SC 150 (Natural Science)	30.00			30.00	2.00
SC 245 (Anatomy and Physiology)	45.00			45.00	3.00
SC 245L (Anatomy and Physiology)		30.00		30.00	1.00
SS 310 (Cultural Diversity)	45.00			45.00	3.00
Totals	**1,485.00**	**210.00**	**720.00**	**2,415.00**	**122.00**

BACHELOR OF SCIENCE IN NURSING—MINNEAPOLIS (BSNMN)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

This comprehensive four-year bachelor's degree in nursing curriculum focuses on health promotion, risk reduction, disease prevention, illness, and disease management and includes information about healthcare technologies using evidence-based practice. The liberal arts education core provides a strong foundation for developing clinical judgment and critical thinking skills required in professional nursing.

This BSN program is approved by the Minnesota State Board of Nursing and prepares students to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) upon completion of the program. Graduates who successfully pass this national examination will be qualified to practice as registered nurses in the state in which they took the examination and will also be qualified to apply for licensure in all 50 states.

Students will begin the program by taking general education courses the first semester. The following semesters, the general education and nursing courses will build on each other and will be integrated throughout the program. Theoretical instruction is integrated with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional nurse.

Utilizing *The Essentials of Baccalaureate Education for Professional Nursing Practice* as a framework, graduates will be primary providers of direct and indirect care in many different settings, including acute care, chronic care, and public health. In providing care, nurses will also serve as patient advocates and educators. The focus of care may be an individual, a group, or a specific population. Graduates will also be prepared to assume first-line management positions.

PROGRAM OBJECTIVES

Upon completion of this program, students will be able to:

1. Utilize theoretical foundations from the liberal arts to support nursing practice.
2. Practice in roles appropriate for the baccalaureate nurse generalist in providing, designing, managing, and coordinating care for individuals, families, populations, and communities.
3. Incorporate levels of prevention in providing care to diverse populations across the life span.
4. Critically analyze information to make defensible nursing judgments, and utilize evidence-based practice and health policy in providing patient care.
5. Provide culturally competent care.
6. Utilize the nursing process to provide competent, safe, and holistic care that encompasses the physical, psychological, developmental, sociocultural, and spiritual dimensions of patients across the life span.
7. Demonstrate effective verbal, written, and group communication skills.
8. Demonstrate ethical practice individually and within an interdisciplinary healthcare environment.
9. Demonstrate a commitment to the role of the professional nurse.
10. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 120.00 semester credit hours is required for graduation.

REQUIRED COURSES IN NURSING

All courses, 73.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NM 121	Introduction to Professional Nursing	None	6.00
NM 131	Clinical Nursing I	NM 121	7.00
NM 136	Pharmacology	NM 121	4.00
NM 208	Nursing Informatics	None	4.00
NM 221	Clinical Nursing II	NM 131, NM 136, and NM 255	8.00
NM 230	Psychiatric Nursing: Contemporary Practice	NM 221	4.00
NM 245	Cultural Diversity in Nursing	NM 221	3.00
NM 255	Applied Pathophysiology	NM 121	4.00
NM 335	Designing and Managing Nursing Care	None	2.00
NM 341	Family Nursing I	NM 136, NM 221, and NM 255/ Corequisite NM 346	4.00
NM 346	Family Nursing II	NM 136, NM 221, and NM 255/ Corequisite NM 341	4.00
NM 351	Public Health Nursing	NM 460	4.00
NM 410	Ethics in Nursing	None	2.00
NM 420	Gerontological Nursing	NM 221	2.00
NM 460	Clinical Nursing III	NM 221	4.00
NM 465	Nursing Research	None	3.00
NM 480	Leadership and Issues in Nursing	NM 335	2.00
NM 485	Nursing Preceptorship With NClex Review	Final semester	6.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- Microbiology
- College Algebra and Statistics
- Chemistry

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 45.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab

3.00 Semester Credit Hours in Chemistry With Lab

6.00 Semester Credit Hours in English Composition or Literature

6.00 Semester Credit Hours in Humanities
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra and Statistics)
3.00 Semester Credit Hours in Microbiology With Lab
2.00 Semester Credit Hours in Natural Science
6.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 45.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EN 104 (English Composition or Literature)	45.00			45.00	3.00
EN 106 (Information Literacy)	15.00			15.00	1.00
EN 116 (Speech)	45.00			45.00	3.00
EN 251 (English Composition or Literature	45.00			45.00	3.00
HU 101 (Humanities)	45.00			45.00	3.00
HU 320 (Humanities)	45.00			45.00	3.00
MA 107 (Mathematics)	60.00			60.00	4.00
MA 320 (Mathematics)	45.00			45.00	3.00
NM 121	60.00	60.00		120.00	6.00
NM 131	60.00	30.00	90.00	180.00	7.00
NM 136	60.00			60.00	4.00
NM 208	60.00			60.00	4.00
NM 221	60.00	45.00	112.50	217.50	8.00
NM 230	45.00		45.00	90.00	4.00
NM 245	45.00			45.00	3.00
NM 255	60.00			60.00	4.00
NM 335	30.00			30.00	2.00
NM 341	30.00	30.00	45.00	105.00	4.00
NM 346	45.00		45.00	90.00	4.00
NM 351	45.00		45.00	90.00	4.00
NM 410	30.00			30.00	2.00
NM 420	30.00			30.00	2.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NM 460	45.00	30.00		75.00	4.00
NM 465	45.00			45.00	3.00
NM 480	30.00			30.00	2.00
NM 485	49.50		121.50	171.00	6.00
Personal/Professional Development	30.00			30.00	2.00
PS 101 (Social or Behavioral Science)	45.00			45.00	3.00
SC 145 (Anatomy and Physiology)	45.00			45.00	3.00
SC 145L (Anatomy and Physiology)		30.00		30.00	1.00
SC 150 (Natural Science)	30.00			30.00	2.00
SC 165 (Microbiology)	30.00			30.00	2.00
SC 165L (Microbiology)		30.00		30.00	1.00
SC 185 (Chemistry)	30.00			30.00	2.00
SC 185L (Chemistry)		30.00		30.00	1.00
SC 245 (Anatomy and Physiology)	45.00			45.00	3.00
SC 245L (Anatomy and Physiology)		30.00		30.00	1.00
SS 350 (Social or Behavioral Science)	45.00			45.00	3.00
Totals	**1,474.50**	**315.00**	**504.00**	**2,293.50**	**120.00**

BACHELOR OF SCIENCE IN NURSING—ORLANDO (BSNF)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bachelor of science in nursing professional program builds on a foundation of knowledge in science, humanities, and multidisciplines. Graduates will be prepared for entry-level positions as a baccalaureate-prepared registered nurse. Students graduating from this program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to obtain Florida RN licensure.

The curriculum is concept-based and moves from simple to complex learning and application to analysis utilizing critical thinking, the nursing process, and evidence-based practice. The curriculum is designed to facilitate complex thinking and deeper understanding of nursing concepts. The curriculum actively engages students and faculty, leading to discovery, reflection, and thoughtful application of nursing knowledge across the life-span and in culturally diverse populations. The conceptual framework for the program is based on Ida Jean Orlando's *Nursing Process Theory* and incorporates QSEN guidelines.

The BSNF curriculum framework encompasses *The Essentials of Baccalaureate Education for Professional Nursing Practice*, the American Nurses Association (ANA) *Standards of Nursing and the National League of Nursing's (NLN) Core Values and Educational Competencies* and incorporates the adult learning theory. Graduates will be primary providers of direct and indirect care in many different settings, including acute care, long-term, and community health. In providing care, nurses will also serve as patient advocates and educators. The focus of care may be an individual, a group, or a specific population. Graduates will also be prepared to assume first-line management positions. Emphasis is placed on the importance of nursing research and evidence-based practice. The program provides an excellent foundation for graduate study in nursing.

Utilizing *The Essentials of Baccalaureate Education for Professional Nursing Practice* as a framework, graduates will be primary providers of direct and indirect care in many different settings, including acute care, long-term, and community health. In providing care, nurses will also serve as patient advocates and educators. The focus of care may be an individual, a group, or a specific population. Graduates will also be prepared to assume first-line management positions.

PROGRAM OUTCOMES

Upon completion of their program, the student should be able to:

1. Manage quality, safe, evidence-based, skilled, and patient-centered care utilizing the nursing process.
2. Apply research methods to evaluate current knowledge from nursing theory, nursing science, and related disciplines to inform and/or initiate change in educational, clinical, and organizational decision making.
3. Engage in critical thinking necessary for leadership and management, quality improvement, and patient safety, as required, to provide high-quality healthcare.
4. Integrate teaching and learning principles in both formal and incidental teaching situations for health promotion in areas of advanced leadership, community/public health, and global health.
5. Participate in collaborative relationships with individuals, families, groups, communities, populations, and members of the interdisciplinary team to provide and improve care.
6. Review existing or proposed local, state, national, and global policy and legislation, including financial and regulatory, that affect healthcare.
7. Demonstrate leadership roles appropriate for the baccalaureate nurse in designing, managing, and coordination of patient care within the context of competent, ethical, and patient-focused care in a variety of healthcare settings for diverse patient populations.
8. Integrate knowledge, communication skills, and scientific finding from nursing science, computer science, information science, and cognitive science in the professional practice of nursing informatics.
9. Incorporate scholarship, professional behaviors, ethical, and legal principles into baccalaureate nursing performance.
10. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method; write and speak effectively; use basic computer applications; and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 120.00 semester credit hours is required for graduation.

NURSING SUPPORT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED COURSES IN NURSING

All courses, 72.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NF 111	Nursing I	AS 144, SC 165, SC 165L, SC 245 and SC 245L	7.00
NF 112	Nursing II	NF 111	6.00
NF 113	Nursing III	NF 112	6.00
NF 214	Nursing IV	NF 113 or NF 170	6.00
NF 215	Nursing V	NF 214	6.00
NF 216	Nursing VI	NF 215	6.00
NF 310	Nursing Pathophysiology	SC 245 and SC 245L	3.00
NF 317	Nursing VII	NF 216	6.00
NF 319	Nursing IX	NF 318	6.00
NF 320	Nursing VII	NF 317	3.00
NF 420	Nursing X	NF 319	5.00
NF 421	Nursing XI	NF 420	6.00
NF 422	Clinical Practicum	NF 421/Corequisite NF 423	4.00
NF 423	Integration of Nursing Concepts	NF 421/Corequisite NF 422	2.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- Microbiology With Lab
- Mathematics (College Algebra and Statistics)

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the BSNF nursing program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor degree must complete a minimum of 45.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in General Microbiology With Lab
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◗
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra and Statistics)
4.00 Semester Credit Hours in Natural Science With a Lab Component ▲
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 45.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

◆ Students must take a 300-level course to fulfill this requirement.

◗ A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students must take SC 370 and SC 370L to fulfill this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
NF 111	75.00	60.00		135.00	7.00
NF 112	60.00	36.00	36.00	132.00	6.00
NF 113	60.00		90.00	150.00	6.00
NF 214	60.00		90.00	150.00	6.00
NF 215	75.00		45.00	120.00	6.00
NF 216	60.00		90.00	150.00	6.00
NF 310	45.00			45.00	3.00
NF 317	75.00		45.00	120.00	6.00
NF 319	60.00		90.00	150.00	6.00
NF 320	45.00			45.00	3.00
NF 420	75.00			75.00	5.00
NF 421	90.00			90.00	6.00
NF 422			180.00	180.00	4.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NF 423	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	90.00			90.00	6.00
General Education Elective	45.00			45.00	3.00
General Microbiology With Lab	30.00	30.00		60.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics	105.00			105.00	7.00
Natural Science With Lab	45.00	30.00		75.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**1,470.00**	**216.00**	**666.00**	**2,352.00**	**120.00**

BACHELOR OF SCIENCE IN NURSING—BRIDGE (BSNB)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This registered nurse (RN) to bachelor of science in nursing completion program is open to licensed, registered nurses who have completed an associate's degree in nursing or a diploma in nursing from a nationally or regionally accredited college or university. The program supports nurses desiring to advance their education and increase their career opportunities. The curriculum offers advanced nursing concepts that prepare nurse leaders, managers, critical thinkers, and change agents and provides a strong foundation for entry into graduate-level nursing programs. Potential entry-level positions are available in a wide variety of healthcare opportunities. A bachelor's degree in nursing represents the entry level for most administrative positions in nursing and healthcare, advancement in career opportunities, and greater earning potential. The RN to BSN program offers registered nurses the pathway to graduate education.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Practice in roles appropriate for the baccalaureate nurse generalist in designing, managing, and coordinating patient care within the context of competent, ethical, and patient-focused care.
2. Utilize evidence-based practice in providing patient care.
3. Use information and patient care technology to communicate effectively through verbalization and written materials with members of the healthcare team.
4. Review existing or proposed local, state, national, and global policy and legislation, including financial and regulatory, that affect healthcare.
5. Possess knowledge and skills in leadership and management, quality improvement, and patient safety, as required, to provide high quality healthcare.
6. Practice with patients, including individuals, families, groups, communities, and populations, across the life span and continuum of healthcare environments.
7. Understand and practice health promotion and disease prevention at the individual and population level, as necessary, to improve population health.
8. Practice professionalism including the inherent values of altruism, autonomy, human dignity, integrity, and social justice.
9. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS:

To enroll in this RN to BSN program, prospective students must possess the following:

1. An unrestricted, active registered nurse (RN) license to practice nursing.
2. An associate's degree or diploma in nursing.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 120.00 semester credit hours is required for graduation, including the transferred credits in nursing courses.

REQUIRED COURSES IN NURSING

All courses, 22.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NB 305	Professional Role Transition	None	3.00
NB 345	Health Assessment and Promotion Across the Life Span	NB 305	3.00
NB 425	Nursing Informatics	NB 305 and NB 345	3.00
NB 434	Evidence-Based Nursing Research and Practice	NB 305	3.00
NB 435	Global health Policy, Ethics, and Law in Nursing	NB 305 and NB 345	3.00
NB 455	Nursing Leadership and Management	NB 435	3.00
NB 474	Community Health Nursing Bridge	NB 305 and NB 345	4.00

TRANSFER CREDITS IN NURSING, GENERAL EDUCATION, AND OPEN ELECTIVES

60.00 semester credit hours are required.

- **Transfer Credits in Nursing**

  Up to 50.00 semester credit hours from nursing core courses (non-general education courses) may be transferred from an associate's degree or diploma in nursing. Note: General education transfer credits are applied under general education.

- **Transfer Credits in General Education**

  Up to 10.00 semester credit hours from general education courses may be transferred from an associate's degree or diploma in nursing.

- **Open Elective Courses**

  Students not transferring 60.00 semester credit hours in nursing core courses or general education may make up the difference with open electives.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300-400 level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours of General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra and Statistics)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSNB program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

A minimum of 1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course (Not Including 60.00 Semester Credit Hours of Transfer Credits in Nursing/Open Electives)					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NB 305	45.00			45.00	3.00
NB 345	45.00			45.00	3.00
NB 425	45.00			45.00	3.00
NB 434	45.00			45.00	3.00
NB 435	45.00			45.00	3.00
NB 455	45.00			45.00	3.00
NB 474	45.00		45.00	90.00	4.00
Computer Applications	60.00			60.00	4.00
Cultural Diversity	45.00			45.00	3.00
English Composition or Literature	90.00			90.00	6.00
General Education Electives	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra and Statistics)	105.00			105.00	7.00
Natural Science With a Lab Component	45.00	30.00		75.00	4.00
Personal/Professional Development	15.00			15.00	1.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**870.00**	**30.00**	**45.00**	**945.00**	**60.00**

BACHELOR OF SCIENCE IN NURSING—BRIDGE TO BSN—ORLANDO (BSNBB)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bridge to BSN program is a professional program that builds on a foundation of knowledge in science, humanities, multi-disciplines, and prior nursing knowledge. Students graduating from this program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in order to obtain Florida RN licensure.

The BSN curriculum is concept-based and moves from simple to complex learning and application to analysis utilizing critical thinking, the nursing process, and evidence-based practice. The curriculum is designed to facilitate complex thinking and deeper understanding of nursing concepts. The curriculum actively engages students and faculty leading to discovery, reflection, and thoughtful application of nursing knowledge across the life span and in culturally diverse populations. The conceptual framework for the program is based on Ida Jean Orlando's *Nursing Process Theory* and incorporates QSEN guidelines.

The BSN curriculum framework encompasses *The Essentials of Baccalaureate Education for Professional Nursing Practice*, the American Nurses Association (ANA) *Standards of Nursing,* and the National League of Nursing's (NLN) *Core Values and Educational Competencies* and incorporates the adult learning theory. In providing care, nurses will also serve as patient advocates and educators. The focus of care may be an individual, a group, or a specific population. Emphasis is placed on the importance of nursing research and evidence-based practice. The program provides an excellent foundation for graduate study in nursing.

Graduates will be prepared for an entry-level position as a baccalaureate-prepared registered nurse and will be primary providers of direct and indirect care in many different settings, including acute care, long-term, and community health. Graduates will also be prepared to assume first-line management positions.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Manage quality, safe, evidence-based, skilled, and patient-centered care utilizing the nursing process.
2. Apply research methods to evaluate current knowledge from nursing theory, nursing science, and related disciplines to inform and/or initiate change in educational, clinical, and organizational decision making.
3. Engage in critical thinking necessary for leadership and management, quality improvement, and patient safety, as required, to provide high-quality healthcare.
4. Integrate teaching and learning principles in both formal and incidental teaching situations for health promotion in areas of advanced leadership, community/public health, and global health.
5. Participate in collaborative relationships with individuals, families, groups, communities, populations, and members of the interdisciplinary team to provide and improve care.
6. Review existing or proposed local, state, national, and global policy and legislation, including financial and regulatory, that affect healthcare.
7. Demonstrate leadership roles appropriate for the baccalaureate nurse in designing, managing, and coordinating patient care within the context of competent, ethical, and patient-focused care in a variety of healthcare settings for diverse patient populations.
8. Integrate knowledge, communication skills, and scientific finding from nursing science, computer science, information science, and cognitive science in the professional practice of nursing informatics.
9. Incorporate scholarship, professional behaviors, ethical, and legal principles into baccalaureate nursing performance.
10. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

SPECIAL ADMISSION REQUIREMENTS

Applicants must have successfully completed a program in practical nursing, paramedic, respiratory therapy, or cardiovascular technology and hold a license in that discipline. Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 120.00 semester credit hours is required for graduation.

TRANSFER CREDITS

Students who have completed a practical nursing, paramedic, respiratory therapy, or cardiovascular technology program and hold a valid license to practice from any state will be awarded 14.00 semester credit hours toward this degree.

REQUIRED COURSES IN NURSING

All courses, 59.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NF 171	Transition to RN Practice	SC 165, SC 165L, SC 245 and SC 245L	6.00
NF 214	Nursing IV	NF 113 or NF 171	6.00
NF 215	Nursing V	NF 214	6.00
NF 216	Nursing VI	NF 215	6.00
NF 310	Nursing Pathophysiology	SC 245 and SC 245L	3.00
NF 317	Nursing VII	NF 216	6.00
NF 319	Nursing IX	NF 318	6.00
NF 320	Nursing VIII	NF 317	3.00
NF 420	Nursing X	NF 319	5.00
NF 421	Nursing XI	NF 420	6.00
NF 422	Clinical Practicum	NF 421/Corequisite NF 423	4.00
NF 423	Integration of Nursing Concepts	NF 421/Corequisite NF 422	2.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- Microbiology
- College Mathematics (Algebra and Statistics)

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program. A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 45.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ■

3.00 Semester Credit Hours in General Microbiology With Lab
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ◗
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra and Statistics) ◆
4.00 Semester Credit Hours of Natural Science With a Lab Component ▲
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 45.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

■ Students must take a 300-level course to fulfill this requirement.

◗ A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ Students must take MA 107 and MA 320 to fulfill this requirement.

▲ Students must take SC 370 and SC 370L to fulfill this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course (Not Including 14.00 Semester Credit Hours of Transfer)					
Course Number or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NF 171	75.00	30.00		105.00	6.00
NF 214	60.00		90.00	150.00	6.00
NF 215	75.00		45.00	120.00	6.00
NF 216	60.00		90.00	150.00	6.00
NF 310	45.00			45.00	3.00
NF 317	75.00		45.00	120.00	6.00
NF 319	60.00		90.00	150.00	6.00
NF 320	45.00			45.00	3.00
NF 420	75.00			75.00	5.00
NF 421	90.00			90.00	6.00
NF 422			180.00	180.00	4.00
NF 423	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	90.00			90.00	6.00
General Education Electives	45.00			45.00	3.00
General Microbiology With Lab	30.00	30.00		60.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00

Distribution of Clock Hours by Course (Not Including 14.00 Semester Credit Hours of Transfer)					
Course Number or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
Mathematics (College Algebra and Statistics)	105.00			105.00	7.00
Natural Science With Lab Component	45.00	30.00		75.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**1,335.00**	**150.00**	**540.00**	**2,025.00**	**106.00**

BACHELOR OF SCIENCE IN SOFTWARE DEVELOPMENT WITH NO DECLARED MINOR OR CONCENTRATION (BSSDNM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science Degree in Software Development Program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions. The curriculum is focused on designing, implementing, or supporting computer application solutions to problems in industries such as business, homeland security, and health information management. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in programming applications. Career opportunities include, but are not limited to, such areas as systems analysis, application programming, software engineering, and web design.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Show mastery of software programming and techniques necessary to design, implement, and evaluate quality software solutions.
2. Demonstrate software engineering standards in the design, documentation, test, and implementation of software systems.
3. Reconcile conflicting project objectives in the design of software systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizations.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of software and software systems.
5. Analyze a problem in order to define the software requirements appropriate to a solution.
6. Apply mathematical foundations and algorithmic principles in software design and development.
7. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, applications software developer, systems software developer, and software quality assurance engineer and tester.

PROGRAM CONTENT

A minimum of 121.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN COMPUTER SCIENCE

All courses, 32.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 109	Object-Oriented Programming 1	IS 103	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 207	Object-Oriented Programming 2	IS 109	4.00
IS 210	Discrete Structures for Computer Science	IS 103 and MA 107	3.00
IS 272	Introduction to Computer Security	IS 112	3.00
IS 328	Software Engineering I	IS 207	3.00

OPEN ELECTIVE COURSES ◗

A minimum of 18.00 semester credit hours of open electives is required. IS 165 may not be taken to satisfy this requirement.

◗ Completion of BU 345 Project Management or IT 345 Information Technology Project Management eliminates either course as an additional elective. Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an additional elective. See Open Technical Elective Courses and Elective Courses in Application Specialty Domain also.

OPEN TECHNICAL ELECTIVE COURSES ◗

A minimum of 16.00 semester credit hours of any Information Systems (IS), Information Technology (IT), or Networking and Security Technology (NT) course, except IS 165, is required. A minimum of 12.00 semester credit hours must be at the 300- to 400-level.

ELECTIVE COURSES IN SOFTWARE DEVELOPMENT—SECONDARY PROGRAMMING LANGUAGE

A minimum of 4.00 semester credit hours is required. Students must select one Secondary Programming Language Elective from the list below.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 170	Visual Basic I	IS 103	4.00
IS 211	Legacy Systems Introduction	IS 103	4.00
IS 213	C++ Programming	IS 207	4.00
IS 258	Web Scripting	IS 108	4.00
IS 312	C# Programming	IS 207	4.00
IS 316	Programming in Linux	IS 103	4.00
NT 325	System Administration Scripting	IS 103	4.00

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN ◗

A minimum of 9.00 semester credit hours is required in one of the following broad areas. At least 3.00 semester credit hours must be at the 300- or 400-level.

- Accounting (AC), Business Management (BU), and Human Resources (HR)
- Criminal Justice (CJ) and Homeland Security (HS)
- Game Development (GD) and Graphic Arts (GA)
- Health Information Management (HI) and Healthcare Management (HC).

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 491	Capstone Project	Final semester	3.00
IS 495 *	Internship	Final semester and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆

3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSSDNM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN SOFTWARE DEVELOPMENT WITH A CONCENTRATION IN COMPUTER PROGRAMMING (BSSDCP)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Software Development With a Concentration in Computer Programming employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions. The curriculum is focused on designing, implementing, or supporting computer application solutions to problems in industries such as business, homeland security, and health information management. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in programming applications.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Show mastery of software programming and techniques necessary to design, implement, and evaluate quality software solutions.
2. Demonstrate software engineering standards in the design, documentation, test, and implementation of software systems.
3. Reconcile conflicting project objectives in the design of software systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizations.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of software and software systems.
5. Analyze a problem in order to define the software requirements appropriate to a solution.
6. Apply mathematical foundations and algorithmic principles in software design and development.
7. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, applications software developer, systems software developer, and software quality assurance engineer and tester.

PROGRAM CONTENT

A minimum of 121.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN COMPUTER SCIENCE

All courses, 29.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 109	Object-Oriented Programming 1	IS 103	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 207	Object-Oriented Programming 2	IS 109	4.00
IS 210	Discrete Structures for Computer Science	IS 103 and MA 107	3.00
IS 272	Introduction to Computer Security	IS 112	3.00

OPEN ELECTIVE COURSES ◗

A minimum of 6.00 semester credit hours of open electives is required. IS 165 may not be taken to satisfy this requirement.

◗ Completion of BU 345 Project Management or IT 345 Information Technology Project Management eliminates either course as an additional elective. Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an additional elective. See Elective Courses in Application Specialty Domain also.

REQUIRED COURSES IN TECHNICAL SPECIALTY DOMAIN—SOFTWARE ENGINEERING

All courses, 14.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 108	Internet Foundation	IS 102	4.00
IS 328	Software Engineering I	IS 207	3.00
IS 358	Software Engineering II	IS 328	3.00
IS 390	Advanced Web Development	IS 108 and IS 182	4.00

ELECTIVE COURSE IN TECHNICAL SPECIALTY DOMAIN—SECONDARY PROGRAMMING LANGUAGE

A minimum of 4.00 semester credit hours is required. Students must select one Secondary Programming Language from the list below.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 170	Visual Basic I	IS 103	4.00
IS 211	Legacy Systems Introduction	IS 103	4.00
IS 213	C++ Programming	IS 207	4.00
IS 258	Web Scripting	IS 108	4.00
IS 312	C# Programming	IS 207	4.00
IS 316	Programming in Linux	IS 103	4.00
NT 325	System Administration Scripting	IS 103	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—SOFTWARE ENGINEERING

A minimum of 17.00 semester credit hours is required. A minimum of 8.00 semester hours must be at the 300- or 400-level.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 170	Visual Basic I	IS 103	4.00
IS 191	Linux Administration	IS 112	4.00
IS 211	Legacy Systems Introduction	IS 103	4.00
IS 213	C++ Programming	IS 207	4.00
IS 216	Database Concepts and Applications II	IS 182	3.00
IS 258	Web Scripting	IS 108	4.00
IS 312	C# Programming	IS 207	4.00
IS 316	Programming in Linux	IS 103	4.00
IS 317	C++ Project	IS 213	3.00
IS 320	Client-Side Website Development	IS 108	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 324	Introduction to Android Mobile Development	IS 165 or IS 207	4.00
IS 332	Data Warehousing	IS 216	3.00
IS 334	Introduction to Blackberry Mobile Development	IS 165 or IS 207	4.00
IS 336	Mobile Applications Development	IS 103 and IS 108	3.00
IS 344	Introduction to iPhone Mobile Development	IS 213	4.00
IS 345	Business Systems Analysis	IS 112	3.00
IS 354	Introduction to Symbian Mobile Development	IS 213	4.00
IS 364	Introduction to Windows Mobile Application Development	IS 312	4.00
IS 420	Advanced Specialization	Program GPA of 3.00 and written approval of both the faculty advisor and academic dean	3.00
IS 424	Advanced Android Mobile Development	IS 324	4.00
IS 434	Advanced Blackberry Mobile Development	IS 334	4.00
IS 464	Advanced Windows Mobile Development	IS 364	4.00
IS 482	Database Administration	IS 216	3.00
NT 120	Emerging Operating Systems	IS 185	4.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186	4.00
NT 325	System Administration Scripting	IS 103	4.00

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN ◗

A minimum of 9.00 semester credit hours is required in one of the following broad areas. At least 3.00 semester credit hours must be at the 300- or 400-level.

- Accounting (AC), Business Management (BU), and Human Resources (HR)
- Criminal Justice (CJ) and Homeland Security (HS)
- Game Development (GD) and Graphic Arts (GA)
- Health Information Management (HI) and Healthcare Management (HC).

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 491	Capstone Project	Final semester	3.00
IS 495 *	Internship	Final semester and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity

3.00 Semester Credit Hours in General Education Electives ◆
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSSDCP program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN SOFTWARE DEVELOPMENT WITH A CONCENTRATION IN MOBILE APPLICATION DEVELOPMENT (BSSDMAD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Bachelor of Science in Software Development With a Concentration in Mobile Application Development program employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for a range of positions. The curriculum is focused on designing, implementing, or supporting computer application solutions to problems in industries such as business, homeland security, and health information management. Coursework is designed to enhance and build upon the knowledge and skills of students with associate's degrees, completed coursework, or practical experience in programming applications.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Show mastery of software programming and techniques necessary to design, implement, and evaluate quality software solutions.
2. Demonstrate software engineering standards in the design, documentation, test, and implementation of software systems.
3. Reconcile conflicting project objectives in the design of software systems, finding acceptable compromises within limitations of cost, time, knowledge, existing systems and design choices, and organizations.
4. Articulate organizational, operational, ethical, social, legal, and economic issues impacting the design of software and software systems.
5. Analyze a problem in order to define the software requirements appropriate to a solution.
6. Apply mathematical foundations and algorithmic principles in software design and development.
7. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, applications software developer, systems software developer, and software quality assurance engineer and tester.

PROGRAM CONTENT

A minimum of 122.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN COMPUTER SCIENCE

All courses, 29.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 109	Object-Oriented Programming 1	IS 103	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 207	Object-Oriented Programming 2	IS 109	4.00
IS 210	Discrete Structures for Computer Science	IS 103 and MA 107	3.00
IS 272	Introduction to Computer Security	IS 112	3.00

OPEN ELECTIVE COURSES ◗

A minimum of 6.00 semester credit hours of open electives is required.

◗ Completion of BU 345 Project Management or IT 345 Information Technology Project Management eliminates either course as an additional elective. Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an additional elective. See Elective Courses in Application Specialty Domain also.

REQUIRED COURSES IN TECHNICAL SPECIALTY DOMAIN—MOBILE APPLICATION DEVELOPMENT

All courses, 13.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 108	Internet Foundation	IS 102	4.00
IS 328	Software Engineering I	IS 207	3.00
IS 358	Software Engineering II	IS 328	3.00
IS 336	Mobile Applications Development	IS 103 and IS 108	3.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—INTRODUCTORY APPLICATION DEVELOPMENT

A minimum of 4.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 324	Introduction to Android Mobile Development	IS 165 or IS 207	4.00
IS 334	Introduction to Blackberry Mobile Development	IS 165 or IS 207	4.00
IS 344	Introduction to iPhone Mobile Development	IS 213	4.00
IS 354	Introduction to Symbian Mobile Development	IS 213	4.00
IS 364	Introduction to Windows Mobile Application Development	IS 312	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—ADVANCED APPLICATION DEVELOPMENT

A minimum of 4.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 424	Advanced Android Mobile Development	IS 324	4.00
IS 434	Advanced Blackberry Mobile Development	IS 334	4.00
IS 464	Advanced Windows Mobile Development	IS 364	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—SECONDARY PROGRAMMING LANGUAGE

A minimum of 4.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 213	C++ Programming	IS 207	4.00
IS 312	C# Programming	IS 207	4.00

ELECTIVE COURSES IN TECHNICAL SPECIALTY DOMAIN—MOBILE APPLICATION DEVELOPMENT

A minimum of 11.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 213	C++ Programming	IS 207	4.00
IS 312	C# Programming	IS 207	4.00
IS 321	Mobile Application Security	IS 109	3.00
IS 324	Introduction to Android Mobile Development	IS 165 or IS 207	4.00
IS 334	Introduction to Blackberry Mobile Development	IS 165 or IS 207	4.00
IS 344	Introduction to iPhone Mobile Develoopment	IS 213	4.00
IS 354	Introduction to Symbian Mobile Development	IS 213	4.00
IS 364	Introduction to Windows Mobile Application Development	IS 312	4.00
IS 422	Mobile Game Development	IS 207	4.00
IS 424	Advanced Android Mobile Development	IS 324	4.00
IS 434	Advanced Blackberry Mobile Development	IS 334	4.00
IS 464	Advanced Windows Mobile Development	IS 364	4.00

ELECTIVE COURSES IN APPLICATION SPECIALTY DOMAIN ◗

A minimum of 9.00 semester credit hours is required in one of the following broad areas. At least 3.00 semester credit hours must be at the 300- or 400-level.

- Accounting (AC), Business Management (BU), and Human Resources (HR)
- Criminal Justice (CJ) and Homeland Security (HS)
- Game Development (GD) and Graphic Arts (GA)
- Health Information Management (HI) and Healthcare Management (HC).

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 491	Capstone Project	Final semester	3.00
IS 495	Internship	Final semester and PD 214	3.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300- to 400-level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSSDMAD program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN TECHNOLOGY MANAGEMENT (BSTM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program of study is designed to provide students with foundation skills and knowledge in various technical areas. In addition, this program is further designed to teach the student the necessary business skills and academic knowledge for entry-level management positions in a technical environment.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Solve problems in an information technology business environment.
2. Integrate technological solutions into the business management environment.
3. Manage the creation of high-level language programs in support of organizational needs.
4. Supervise the design, maintenance, and recovery of relational database systems.
5. Communicate effectively to both individuals and groups, orally and in writing, using industry standard software.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential entry-level job position titles include, but are not limited to, general manager and operations manager.

PROGRAM CONTENT

A minimum of 123.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED TECHNICAL COURSES

Students must complete at least 24.00 semester credit hours of technical courses. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 24.00 semester credit hours required may be made up with additional technology courses.

OPEN ELECTIVE COURSES ◗

A minimum of 21.00 semester credit hours of open electives is required. A minimum of 6.00 semester credit hours must be 300- to 400-level.

◗ Completion of BU 345 Project Management or IT 345 Information Technology Project Management eliminates either course as an additional elective (see Required Management Core Courses). Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an additional elective.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of at least 2.50, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300-400 level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours of General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSTM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

BACHELOR OF SCIENCE IN TECHNOLOGY MANAGEMENT WITH NO DECLARED MINOR OR CONCENTRATION (BSTMNM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program of study is designed to provide students with foundation skills and knowledge in various technical areas (e.g., computer science, computer-aided drafting, or electronics). In addition, this program is further designed to teach the student the necessary business skills and academic knowledge for entry-level management positions in a technical environment.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Solve problems in an information technology business environment.
2. Integrate technological solutions into the business management environment.
3. Manage the creation of high-level language programs in support of organizational needs.
4. Supervise the design, maintenance, and recovery of relational database systems.
5. Communicate effectively to both individuals and groups, orally and in writing, using industry standard software.
6. Think critically at a conceptual level and by using mathematical analysis as well as the scientific method, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society in a culturally diverse world.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, general manager and operations manager.

PROGRAM CONTENT

A minimum of 131.00 semester credit hours is required for graduation.

REQUIRED MANAGEMENT CORE COURSES

All courses, 33.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 327	Business Ethics	BU 206	3.00
BU 345	Project Management	None	3.00
or	or		
IT 345	Information Technology Project Management	IS 102	
BU 407	Quantitative Decision Making	MA 204 or MA 225 or MA 320	3.00
EC 111	Principles of Microeconomics	None	3.00
EC 121	Principles of Macroeconomics	None	3.00

REQUIRED TECHNICAL COURSES

A minimum of 30.00 semester credit hours of technical courses is required. The 30.00 hours of technical courses must come from either:

- The technical courses in the BSTMIT or BSTMSD minors (refer to the individual program outlines for those minors).

  OR

- By transferring a coherent sequence of courses in a recognized field of technology (e.g., civil engineering technology, mechanical design technician, industrial engineering technician, biomedical electronics technology, computer electronics technology, electronic engineering technology, architectural technology, mechanical and computer, drafting, computer information systems (information technology), telecommunications technology, or aviation/aeronautics technology) from an accredited institution.

OPEN ELECTIVE COURSES ◗

A minimum of 26.00 semester credit hours of open electives is required. A minimum of 4.00 semester credit hours must be at the 300- to 400-level.

◗ Completion of BU 345 Project Management or IT 345 Information Technology Project Management eliminates either course as an additional elective (see Required Management Core Courses). Completion of BU 482 Strategic Management or IS 481 IT Strategic Management eliminates either course as an additional elective.

REQUIRED CAPSTONE OR INTERNSHIP

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 491	Capstone Project	Final semester	3.00
BU 495 *	Internship	Final semester, PGPA of 2.50 or better, and PD 214	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this bachelor's degree must complete a minimum of 37.00 semester credit hours in general education distributed among the following disciplines. A minimum of 9.00 semester credit hours must be upper level (300-400 level courses). Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in Cultural Diversity
6.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in General Education Electives ◆
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
7.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours of Natural Science With a Lab Component
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 37.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 30.00 semester credit hours of general education for bachelor's degrees, not counting computer applications. However, all Herzing University students in the BSTMNM program must complete a minimum of 37.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this bachelor's degree program. Minnesota students must complete at least 4.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

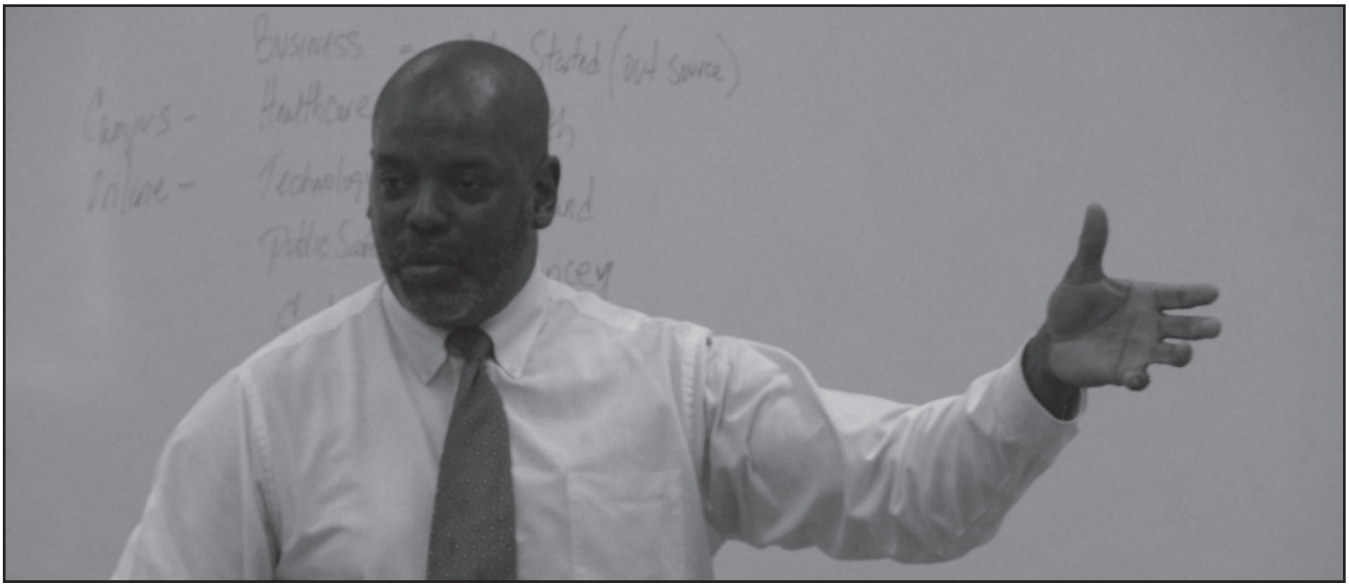
2.00 semester credit hours are required. Students taking the BU 495 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

UNDERGRADUATE PROGRAMS OF STUDY

Associate of Science and Associate of Applied Science Programs

Birmingham Campus



Kenosha Campus

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN ACCOUNTING (ASA/AASA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This accounting program provides students with a solid accounting background. The curriculum includes academic core courses, business courses, and education in computer skills related to accounting such as computerized accounting software, spreadsheets, and payroll systems. This program provides career opportunities in accounting areas such as payables, receivables, bookkeeping, payroll, and taxation.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to utilize industry standard accounting principles and accounting-based software.
2. Demonstrate advanced mastery of industry standard word processing, spreadsheets, and databases.
3. Demonstrate the ability to define and articulate accounting, payroll, and ethical and legal issues impacting contemporary business practices.
4. Demonstrate the ability to engage in effective written, oral, and persuasive communications.
5. Demonstrate mastery of industry standard spreadsheets, databases, enterprise resource planning systems, and accounting systems.
6. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, bookkeeping, accounting, or auditing clerk.

PROGRAM CONTENT

A minimum of 65.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 110	Payroll Accounting	AC 107	3.00
AC 212	Taxation I	AC 216	3.00
AC 216	Accounting II	AC 107	3.00
AC 221	Taxation II	AC 212	3.00
BU 106	Introduction to Management	None	3.00
BU 204	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 345	Project Management	None	3.00
EC 111	Principles of Microeconomics	None	3.00

REQUIRED INTERNSHIP OR RESEARCH PROJECT

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 265 *	Internship	Final semester, PGPA of at least 2.50, and PD 214	3.00
BU 270	Research Project	Final semester	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the State of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASA program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 265 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN BUSINESS MANAGEMENT (ASBM/AASBM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students with the necessary skills and academic knowledge for entry-level positions in various business enterprises. These career opportunities may be in areas such as accounting, accounts payable, accounts receivable, business administration, sales, marketing, and human resources.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Utilize industry standard accounting principles and accounting-based software.
2. Define and articulate organizational, marketing, ethical, and legal issues impacting contemporary business practices.
3. Demonstrate mastery of industry standard word processing, spreadsheets, and databases.
4. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first-line supervisor, secretary, and administrative assistant.

PROGRAM CONTENT

A minimum of 62.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES

All courses, 30.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 220	Finance	AC 107	3.00
BU 106	Introduction to Management	None	3.00
BU 204 ■	The Digital Firm and Business Communications	BU 106	3.00
BU 206	Business Law I	None	3.00
BU 220	Principles of Marketing	BU 106	3.00
BU 302 ■	Leadership and Organizational Behavior	BU 106	3.00
BU 345 ■	Project Management	None	3.00
EC 111 ■	Principles of Microeconomics	None	3.00
EC 121 ■	Principles of Macroeconomics	None	3.00

REQUIRED INTERNSHIP OR RESEARCH PROJECT ■

3.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
BU 265 *	Internship	Final semester, PGPA of at least 2.50, and PD 214	3.00
BU 270	Research Project	Final semester	3.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

OPEN ELECTIVE COURSES ■

A minimum of 3.00 semester credit hours of open electives is required.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆ ■
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the State of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASBM program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

■ Students may take the following courses in lieu of these indicated courses.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 281	Business Computers and Business Communications	None	7.00
BU 381	Leadership and Project Management	None	6.00
BU 382	International Economics and Business Management	None	6.00
EC 231	Economics	None	6.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the BU 265 Internship must also take PD 214.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN BUSINESS STUDIES (ASBS/AASBS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This transfer program provides students who have a solid grounding in a business discipline, gained from completing a diploma or certificate program in that discipline, with the general education component of an associate degree to become a well-rounded graduate.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply business technical skills acquired from prior study to address workplace challenges.
2. Think critically, both conceptually and by using mathematical analysis, in a business setting.
3. Write and speak effectively in a business environment.
4. Use basic computer applications typical in a business facility.
5. Understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first-line supervisor, secretary, and admistrative assistant.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours, including transfer credits, is required for graduation.

REQUIRED BUSINESS COURSES

Students must complete at least 34.00 semester credit hours of courses in accounting, business, and/or legal studies. As a minimum, courses selected or transferred must cover each of the following topical areas: accounting, marketing, management principles, information systems, and economics. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 34.00 semester credit hours required may be made up with additional business-related courses.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

- The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASBS program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF SCIENCE IN CHIROPRACTIC TECHNICIAN (ASCT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate's program prepares students with the necessary skills and academic knowledge for an entry-level position as a chiropractic technician. The foundation for a career as a chiropractic technician is based in the chiropractic management modalities, business skills, and an understanding of anatomy and physiology. Chiropractic technicians will develop an awareness of the integrated relationship between the doctor of chiropractic, the chiropractic technician, and the patient as part of the therapeutic encounter. The curriculum is made up of instruction in subjects necessary for students to succeed as chiropractic technicians and emphasizes and reinforces the need to provide the highest quality service to patients.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate competence in anatomy and physiology, as it pertains to the chiropractic technician.
2. Establish proficiency in ethical practices, office procedures, and managing financial accounts and patient documentation.
3. Demonstrate competence in wellness and patient education.
4. Display capability in clinical assessment assistance, including the ability to perform a basic examination procedure and administer therapeutic modalities.
5. Exhibit how to operate equipment and complete radiographic imaging.
6. Demonstrate proficiency in the clinical practicum.
7. Display the qualities of the Herzing P.R.I.C.E. of Success (professionalism, respect, integrity, caring, and engagement) model.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, chiropractic technician and chiropractic assistant.

PROGRAM CONTENT

A minimum of 62.00 semester credit hours is required for graduation.

REQUIRED COURSES IN CHIROPRACTIC TECHNICIAN

31.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CT 120	Introduction to Chiropractic Foundations and Philosophy	None	3.00
CT 160	Chiropractic Office Procedures and Insurance Claims	None	3.00
CT 170	Chiropractic Radiographic Dynamics	None	3.00
CT 175	Chiropractic Radiographic Positioning	CT 120 and CT 170	3.00
CT 180	Chiropractic Office Procedures Internship	CT 160 and PD 214	2.00
CT 190	Chiropractic Physiologic Therapeutics	CT 120	3.00
CT 270	Chiropractic Examination and Patient Education	CT 120	3.00
CT 280	Chiropractic Radiographic and Physiologic Therapeutics	CT 175 and CT 190	4.00
CT 290	Chiropractic Insurance Application Internship	CT 160 and PD 214	3.00
TN 120	Massage Theory and Practice I	None	4.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 29.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab ▲
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 29.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

▲ To meet this requirement, students in the ASCT program must take SC 125/L Anatomy and Physiology for Therapeutic Massage I/Lab and SC 225/L Anatomy and Physiology for Therapeutic Massage II/Lab.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science. To fulfill this requirement in the ASCT program, students must take HU 225 Fundamentals of Healthcare Law and Ethics.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
CT 120	45.00			45.00	3.00
CT 160	45.00			45.00	3.00
CT 170	30.00	30.00		60.00	3.00
CT 175	30.00	30.00		60.00	3.00
CT 180	15.00		45.00	60.00	2.00
CT 190	30.00	30.00		60.00	3.00
CT 270	30.00	30.00		60.00	3.00
CT 280	30.00		90.00	120.00	4.00
CT 290	15.00		90.00	105.00	3.00
TN 120	60.00			60.00	4.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition/Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
Information Literacy	15.00			15.00	1.00
Mathematics	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**765.00**	**180.00**	**225.00**	**1,170.00**	**62.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN CRIMINAL JUSTICE (ASCJ/AASCJ)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with comprehensive academic knowledge of criminology, law enforcement, corrections, and the criminal justice system as well as the skills and techniques used in these disciplines. This degree can also provide advancement opportunities for law enforcement personnel requiring an associate's degree when applying for or advancing within the profession. (Some states, including Minnesota, may require state certification or academy completion before being hired in a law enforcement position.)

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate a basic knowledge of law enforcement practices.
2. Demonstrate proficiency in evidence forensics.
3. Analyze and apply an understanding of the judicial process, corrections, and juvenile justice as they relate to law enforcement.
4. Demonstrate the ability to define and articulate organizational and ethical issues affecting law enforcement.
5. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, security guards and first-line supervisors of protective service workers.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 34.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CJ 105	Introduction to Criminal Justice	None	3.00
CJ 115	Criminal Law	None	3.00
CJ 130	Introduction to Law and Judicial Process	None	3.00
CJ 140	Report Writing and Communication	CJ 105	3.00
CJ 200	Introduction to Corrections	None	3.00
CJ 205	Multicultural Issues in Criminal Justice Management	CJ 105	3.00
CJ 210	Law Enforcement Security	CJ 130	3.00
CJ 220	Ethics in Law Enforcement	CJ 105	3.00
CJ 230	Evidence Forensics	CJ 130	4.00
CJ 250	Juvenile Justice	None	3.00
HS 100	Introduction to Homeland Security	None	3.00

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASCJ program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF APPLIED SCIENCE IN DENTAL ASSISTING (AASDA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The goal of the dental assisting program is to train the student to become a productive member of the dental health team. This includes preparing the student for a variety of duties performed by the dental assistant in the contemporary dental office, including chairside assisting, laboratory procedures, administrative duties, and expanded functions. Our ultimate goal is to prepare students to successfully gain entry-level employment as a dental assistant.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Identify and prepare instruments, materials, and treatment rooms for a variety of dental procedures as well as perform chairside techniques utilizing current concepts of dental assisting.
2. Demonstrate the ability to perform expanded functions, and expose, process, and evaluate radiographs with knowledge appropriate for an entry-level position as a dental assistant.
3. Demonstrate the knowledge to perform laboratory procedures and operate dental equipment utilized in laboratory settings.
4. Demonstrate effective communication skills utilizing dental terminology as related to patient care, and apply the knowledge required to maintain records and handle general business office procedures.
5. Demonstrate the knowledge of concepts of first aid and proper management techniques as applied to medical emergencies in the dental practice.
6. Demonstrate ethical conduct, moral attitudes, and principles essential for gaining and maintaining trust of professional associates, the support of the community, and the confidence of the patient.
7. Demonstrate knowledge of expanded functions and radiology health.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, dental assistant.

PROGRAM CONTENT

A minimum of 69.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 43.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DS 101	Chairside Assisting I	None	4.00
DS 102	Preclinical Dental Assisting	None	4.00
DS 105	Dental Communications	None	1.00
DS 107	Dental Materials	None	3.00
DS 108	Dental Science	None	4.00
DS 110	Expanded Functions I	DS 101	4.00
DS 116	Radiology	DS 101, DS 102, DS 108, DS 110 and CPR	5.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DS 119	Advanced Expanded Functions	DS 101, DS 102, DS 108, DS 110 and CPR/ Corequisite DS 119L (MN) or DS 120 (OH)	2.00
DS 119L (Minnesota students) or DS 120 (Ohio students)	Advanced Expanded Functions Lab or Clinical Applications	DS 101, DS 102, DS 108 and DS 110/ Corequisite DS 119	2.00
DS 152	Chairside Assisting II	DS 101, DS 102, and DS 108	5.00
DS 207	Dental Ethics and Jurisprudence	DS 101 and DS 105	2.00
DS 294	Dental Assisting Internship *	Final semester, PD 214, and CPR	7.00

* *The student must have a program grade point average (PGPA) of 2.00 or above to continue in the program.*

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

2.00 Semester Credit Hours in Computer Applications ◆ ▲
3.00 Semester Credit Hours in English Composition
5.00 Semester Credit Hours in General Education Electives
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Natural Science or Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASDA program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

▲ Students in the AASDA program must take DS 204 Dental Management to fulfill this general education requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required in addition to PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
DS 101	45.00	30.00		75.00	4.00
DS 102	60.00			60.00	4.00
DS 105	15.00			15.00	1.00
DS 107	30.00	30.00		60.00	3.00
DS 108	60.00			60.00	4.00
DS 110	45.00	30.00		75.00	4.00
DS 116	60.00	30.00		90.00	5.00
DS 119	30.00			30.00	2.00
DS 119L (Minnesota students) DS 120 (Ohio students)		60.00		60.00	2.00
DS 152	60.00	30.00		90.00	5.00
DS 207	30.00			30.00	2.00
DS 294			315.00	315.00	7.00
Computer Applications	15.00	30.00		45.00	2.00
English Composition or Literature	45.00			45.00	3.00
General Education Electives	75.00			75.00	5.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Natural Science or Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**810.00**	**240.00**	**315.00**	**1,365.00**	**69.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN DESIGN STUDIES (ASDS/AASDS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This transfer program provides students who have a solid grounding in a design discipline, gained from completing a diploma or certificate program in that discipline, with the general education component of an associate's degree to become a well-rounded graduate.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply design technical skills acquired from prior study to address workplace challenges.
2. Think critically, both conceptually and by using mathematical analysis, in a design setting.
3. Write and speak effectively in a design environment.
4. Use basic computer applications typical in a design facility.
5. Understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, artist. Occupational titles will vary depending on the diploma or certificate transferred into the program.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours, including transfer credits, is required for graduation.

REQUIRED DESIGN COURSES

Students must complete at least 34.00 semester credit hours of courses in design. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 34.00 semester credit hours required may be made up with additional design courses.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the State of Georgia must take a science course to fulfill this requirement.

- The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASDS program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF SCIENCE IN EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC (ASEMTP)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This emergency medical technician—paramedic associate's program will cover the roles and responsibilities of a paramedic within an EMS system, applying the basic concepts of development, pathophysiology and pharmacology to assess and manage patients with emergency medical needs. Students will learn how to maintain a patient's airway and oxygenate and ventilate a patient, be able to take a proper history, and perform a comprehensive physical exam. Students will be able to properly administer medications and communicate effectively with other healthcare providers including physicians, nurses, and other allied health personnel. They will also be able to integrate pathophysiology principles, assessment findings, and critical thinking skills to formulate a field impression and implement a treatment plan for trauma and medical patients of all ages. Graduates will be eligible to write the National Registry of Emergency Medical Technicians licensure exam and will be prepared for entrance into many challenging areas of hospital emergency departments, fire departments, and ambulance services.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate knowledge of the healthcare delivery system and describe the role of the emergency medical technician in the system.
2. Provide accurate patient assessments in chronic and acute settings.
3. Identify the needs of diverse populations in regard to socioeconomic, cultural, and lifespan issues with regard to paramedic training and local culture.
4. Provide basic life support in emergencies including, but not limited to, trauma, cardiac, and other medical emergencies.
5. Identify ethical and legal concepts to the practice of the EMT-paramedic.
6. Promote health and wellness that facilitate positive growth and development.
7. Describe the considerations that should be given to using escorts, adverse environmental conditions, using lights and siren, proceeding through intersections, and parking at an emergency scene.
8. Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
9. Demonstrate the use of protective equipment appropriate to the environment and scene.
10. Meet the academic requirements to be eligible to apply and sit for the EMT-Paramedic licensure exam administered by the National Registry of Emergency Medical Technicians.
11. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSION REQUIREMENTS

To be admitted to this program, the student must meet the following criteria:

- Have a valid CPR certification
- Meet the state requirements for a completed criminal background and credit check
- Provide verification of required immunizations
- Sign an Essential Function Form

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, emergency medical technician and paramedic.

Birmingham Campus EMT-Paramedic Students

PROGRAM CONTENT

A minimum of 83.00 semester credit hours is required for graduation.

REQUIRED COURSES IN EMT

57.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EM 189	Paramedic Anatomy and Physiology	None/Corequisite EM 189L	3.00
EM 189L	Paramedic Anatomy and Physiology Lab	None/Corequisite EM 189	1.00
EM 191	Paramedic Preparation	EM 189 and EM 189L	2.00
EM 192	Paramedic Operations	EM 189 and EM 189L	3.00
EM 193	Patient Assessment and Management	EM 192	3.00
EM 194	Paramedic General Pharmacology	EM 189 and EM 189L	2.00
EM 195	Advanced Trauma Management	EM 194/Corequisite EM 207	6.00
EM 196	Cardiovascular Electrophysiology	EM 195	3.00
EM 197	Medical Patient Management I	EM 195 and EM 196	3.00
EM 201	Medical Patient Management II	EM 195	6.00
EM 202	Advanced Emergency Medical Technician	EM 116 and EM 117 (or basic EMT licensure)/ Corequisite EM 202C	8.00
EM 202C	Advanced Emergency Medical Technician Clinical	EM 116 and EM 117 (or basic EMT licensure)/ Corequisite EM 202	2.00
EM 203	Cardiovascular Patient Management	EM 196	3.00
EM 204	Transition to Paramedic Practice	EM 197	3.00
EM 205	Paramedic Terminal Competencies	EM 206	2.00
EM 206	Paramedic Field Preceptorship	EM 195 and EM 207	6.00
EM 207	Paramedic Team Leadership Preceptorship	EM 194/Corequisite EM 195	1.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus **▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EM 189	45.00			45.00	3.00
EM 189L		30.00		30.00	1.00
EM 191	30.00			30.00	2.00
EM 192	45.00			45.00	3.00
EM 193	45.00			45.00	3.00
EM 194	30.00			30.00	2.00
EM 195	15.00		225.00	240.00	6.00
EM 196	45.00			45.00	3.00
EM 197	45.00			45.00	3.00
EM 201	15.00		225.00	240.00	6.00
EM 202	90.00	60.00		150.00	8.00
EM 202C			90.00	90.00	2.00
EM 203	45.00			45.00	3.00
EM 204	45.00			45.00	3.00
EM 205	15.00	30.00		45.00	2.00
EM 206			270.00	270.00	6.00
EM 207			45.00	45.00	1.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			30.00	3.00
General Education Electives	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**900.00**	**120.00**	**855.00**	**1,875.00**	**83.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN GRAPHIC DESIGN (ASGRD/AASGRD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate's degree in graphic design employs an integrated and coherent approach that prepares students with the necessary academic knowledge and technical competencies required for an entry-level position in graphic design. The curriculum is focused on designing and producing work for print, interactive web, and exhibitions.

PROGRAM OBJECTIVES

Upon completion of this program, the student should be able to:

1. Demonstrate the use of type, imagery, and appropriate technologies and techniques to design socially appropriate solutions to interactive and graphic design problems.
2. Demonstrate a working knowledge of design production tools and interactive and graphic arts systems.
3. Create and maintain a portfolio appropriate for an entry-level position in interactive and graphic arts.
4. Demonstrate the entire creative design and production process from research to delivery of final product to client.
5. Demonstrate appropriate uses of different color modes, including RGB, CMYK, and spot colors.
6. Demonstrate the principles and elements of design as they relate in 2D, 3D, and interactive design.
7. List and describe features of the five families of type, and demonstrate them using the appropriate font in 2D, 3D, and interactive design.
8. Identify artists, techniques, and works of art from different periods of history.
9. Identify career opportunities in graphic design.
10. Communicate effectively to both individuals and groups, visually, orally, and in writing.
11. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, graphic designer.

PROGRAM CONTENT

A minimum of 67.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
BU 106	Introduction to Management	None	3.00
GA 102	Introduction to Digital Design Applications	None	3.00
GA 103	Graphic Design Fundamentals	None	3.00
GA 104	Illustration Fundamentals	None	3.00
GA 105	Digital Photography: Introduction	GA 102	3.00
GA 201	Color Theory in Design	GA 102	3.00
GA 205	Diagrammatic Design	GA 102	3.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
GA 212	Introduction to Typography	GA 102	3.00
GA 215	Web Design Fundamentals	GA 105	3.00
GA 235	Corporate Identity Design	GA 201	3.00
GA 245	Web in Motion	GA 215	3.00
GA 286	Portfolio Assessment	GA 245 or final semester ▲	3.00

▲ In the bachelor's programs, this course is taken after completing GA 245. In the associate's programs, this course is taken in the final semester.

OPEN ELECTIVE COURSES

A minimum of 5.00 semester credit hours of open electives is required. Most students choose to take GA 294 * (Career Internship) to fulfill this requirement.

* Online students in some states may not be allowed to take this internship due to state restrictions.

REQUIRED GENERAL EDUCATION COURSES

Students enrolled in associate's degree programs must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of this catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
6.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus
(3.00 Hours Must Have a Critical Thinking Focus) ** ▲ ◆ ●
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, science, or logic.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASGRD program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

● Students in this associate's program must take HU 320 Art History to satisfy 3.00 semester credit hours of this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the GA 294 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN HEALTH INFORMATION MANAGEMENT (ASHIM/AASHIM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This CAHIIM-accredited program prepares students with the necessary skills and knowledge in the health information management field for entry level technical positions in a variety of health-related settings including hospitals, clinics, long-term care settings, consulting firms, government agencies, insurance companies, and software vendors. HIM professionals plan, collect, aggregate, analyze, and disseminate individual patient and aggregate clinical data. Students in this program will learn entry-level skills related to those areas of the HIM profession.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Abstract, analyze, and manage healthcare data.
2. Monitor and apply organization-wide health record documentation guidelines to ensure organizational compliance.
3. Support data analysis and management using appropriate software applications.
4. Apply knowledge of medical terminology, disease process, anatomy and physiology, and pharmacology to select appropriate ICD and CPT diagnosis/procedure codes.
5. Read and understand medical documentation to ensure that documentation supports the diagnosis and/or procedure performed.
6. Apply knowledge of payer billing and reimbursement, the prospective payment system, and fraud and abuse issues.
7. Apply medico-legal knowledge to protected health information for authorization, disclosure, and security.
8. Demonstrate knowledge of industry standard databases and electronic health records.
9. Apply current laws, accreditation, licensure, and certification standards related to health information to meet organizational needs.
10. Abstract and analyze clinical data to identify trends.
11. Define and articulate organizational, operational, ethical, and legal issues impacting HIM.
12. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical records clerk, health information clerk, medical records technician, medical records coordinator, medical records director, and coder.

PROGRAM CONTENT

A minimum of 63.00 semester credit hours is required for graduation.

REQUIRED HEALTH INFORMATION MANAGEMENT COURSES

All courses, 32.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HI 105	Introduction to Healthcare Information Systems	EN 090, EN 104, IS 102, and MA 090 (or test out)	1.00
HI 210	Principles of Health Information Management	EN 106, HI 105, and HU 101	3.00
HI 215	Fundamentals of Healthcare Law and Ethics for Health Information Management Professionals	HI 210	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HI 221	Health Sciences for ICD-10	Anatomy and Physiology With Lab	2.00
HI 225	Foundations of Classification, Compliance, and Reimbursement Methodologies in Health Information Management	HI 210, HI 215, and MC 273	3.00
HI 230	Foundations of Healthcare Quality, Statistics, and Performance Improvement	PD 213/Corequisite HI 296	3.00
HI 296	Professional Practice Internship	HI 225 and PD 213/ Corequisite HI 230	2.00
MC 271	Diagnosis Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 272	Procedure Coding II	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 273	Diagnosis Coding II	MC 271	3.00
MC 274	Procedure Coding II	MC 272	3.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/ Corequisite MO 150	1.00

REQUIRED GENERAL EDUCATION COURSES

Students enrolled in this associate's degree must complete a minimum of 29.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition or Literature
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 29.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASHIM program must complete a minimum of 29.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students must also take PD 213 in preparation for the HI 296 Professional Practice Internship.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 213	Health Information Management Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
HI 105	15.00			15.00	1.00
HI 210	45.00			45.00	3.00
HI 215	45.00			45.00	3.00
HI 221	30.00			30.00	2.00
HI 225	45.00			45.00	3.00
HI 230	45.00			45.00	3.00
HI 296			90.00	90.00	2.00
MC 271	45.00			45.00	3.00
MC 272	45.00			45.00	3.00
MC 273	45.00			45.00	3.00
MC 274	45.00			45.00	3.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**870.00**	**90.00**	**90.00**	**1,050.00**	**63.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN HEALTHCARE MANAGEMENT (ASHCM/AASHCM)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This transfer program provides students who have a solid grounding in a healthcare discipline, gained from completing a diploma or certificate program in that discipline, with the general education component of an associate's degree to become a well-rounded graduate.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply healthcare technical skills acquired from prior study to provide effective and appropriate patient care.
2. Think critically, both conceptually and by using mathematical analysis, in a healthcare setting.
3. Write and speak effectively in a medical office or hospital environment.
4. Use basic computer applications typical in a healthcare facility.
5. Understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, health services manager in the discipline of the diploma or certificate transferred into the program.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours, including transfer credits, is required for graduation.

REQUIRED HEALTHCARE COURSES

Students must complete at least 34.00 semester credit hours of courses in healthcare. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 34.00 semester credit hours may be made up with additional healthcare courses. *Note: General education transfer credits are applied under general education.*

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the State of Georgia must take a science course to fulfill this requirement.

- The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASHCM program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN INFORMATION TECHNOLOGY (ASIT/AASIT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students with the necessary academic knowledge and technical competencies for entry-level positions in the computer information technology industry. Coursework is designed to lead into a bachelor's degree in information technology. Career opportunities include, but are not limited to, such areas as help-desk professionals, network operators, information technology specialists, network administrators, technical support officers, network security technicians, and network support technicians.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to define, evaluate, recommend, and apply appropriate information technology methodologies to provide solutions for a range of business needs.
2. Demonstrate proficiency in designing, implementing, and maintaining computer network systems using knowledge of current and future technologies in operating systems, network appliances, and security.
3. Demonstrate the ability to write clear and concise technical reports and business communications in a variety of environments.
4. Demonstrate the ability to design and implement network infrastructure topologies to meet organizational needs.
5. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 62.00 semester credit hours is required for graduation.

REQUIRED CORE COURSES IN INFORMATION TECHNOLOGY

All courses, 32.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 112	Computer Networks	IS 102	4.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 191	Linux Administration	IS 112	4.00
IS 282	Network Security	IS 191 and NT 180	4.00
IS 284	Routers and Switches I	IS 112 or IS 185	
or	or		4.00
NT 215	Routers and Switches	IS 112	
IT 201	Internet Concepts and Human Computer Interaction	IS 112	4.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186	4.00

OPEN ELECTIVE COURSES

4.00 semester credit hours are required. Students may take any Information Systems (IS), Information Technology (IT) or Networking and Security Technology (NT) course. Note: Online students in some states may not be allowed to take the IS 294 Career Internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Science or Humanities With a Critical Thinking Focus **▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASIT program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 294 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN INSURANCE BILLING AND CODING SPECIALIST (ASIBCS/AASIBCS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The goal of this program is to provide the student with a thorough understanding of the content of the medical record as well as extensive training in anatomy, physiology, the disease processes, and medical terminology. This program will provide the student with the knowledge and understanding to analyze medical records and assign codes to classify diagnoses and procedures while applying the principles of professional and ethical conduct. The program will prepare the student for an entry-level position as a medical coder in a hospital, clinic, physician's office, or other healthcare facility.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to accurately create and enter data into different healthcare documents.
2. Read and understand medical documentation, diagnoses, and procedures, and ensure that documentation supports the diagnosis and procedures performed.
3. Apply knowledge of medical terminology, the disease process, anatomy and physiology, and pharmacology to analyze medical records and assign codes.
4. Apply knowledge of ICD and CPT format and inpatient and outpatient guidelines to assign codes and classify diagnoses and procedures.
5. Apply knowledge of billing and reimbursement, the prospective payment system, and fraud and abuse issues.
6. Select appropriate diagnosis and procedure codes for billing purposes.
7. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical records and health information technicians and medical secretaries.

PROGRAM CONTENT

A minimum of 61.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 27.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MC 208	Program Review	Final semester and PGPA of 2.00	1.00
MC 271	Diagnosis Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 272	Procedure Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 273	Diagnosis Coding II	MC 271	3.00
MC 274	Procedure Coding II	MC 272	3.00
MO 110	Keyboarding	None	1.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00

REQUIRED INTERNSHIP OR RESEARCH PROJECT

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MC 291	Insurance Billing and Coding Case Study Research Project	Final semester	4.00
MC 294 *	Insurance Billing and Coding Internship	Final semester, PGPA of 2.00, and PD 212	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 28.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
3.00 Semester Credit Hours in Computer Applications ◆ ■
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

■ Students in the ASIBCS/AASIBCS program must take MO 111 Computer Software Applications in Healthcare to fulfill this general education requirement.

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 28.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASIBCS program must complete a minimum of 28.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the MC 294 Insurance Billing and Coding Internship must also take PD 212.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 212	Medical Billing and Coding Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
MC 208	15.00			15.00	1.00
MC 271	45.00			45.00	3.00
MC 272	45.00			45.00	3.00
MC 273	45.00			45.00	3.00
MC 274	45.00			45.00	3.00
MC 291 ▲	60.00 ▲			60.00 ▲	4.00
MC 294 ▲			180.00 ▲	180.00 ▲	
MO 110		30.00		30.00	1.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	30.00	30.00		60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals for Students Taking MC 291 ▲	**840.00**	**150.00**		**990.00**	**61.00**
Totals for Students Taking MC 294 ▲	**780.00**	**150.00**	**180.00**	**1,110.00**	**61.00**

ASSOCIATE OF SCIENCE IN LEGAL ASSISTING/PARALEGAL (ASLAP)

Only the Herzing University paralegal programs at New Orleans and Atlanta are approved by the American Bar Association (ABA). The Herzing Legal Studies program offered online is not approved by the ABA.

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The program prepares students with the skills and academic knowledge necessary for a career as a legal assistant/paralegal working under the supervision of a licensed attorney. The American Bar Association defines a paralegal as "a person qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, government agency, or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." These career opportunities may be in small or large firms working as a legal assistant/paralegal. The duties of a legal assistant/paralegal include assisting the lawyer with research, brief preparation, and other legal office administration. Duties do not include practicing law, advising clients, or setting fees since paralegals may not provide legal services directly to the public, except as permitted by law.

SPECIAL ADMISSIONS

Students at the Atlanta and New Orleans campuses must complete all paralegal courses at the campus in a traditional classroom format.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Draft legal documents in areas of law studied including torts and family law, probate procedure, and contracts.
2. Demonstrate the ability to define and articulate law practices in a variety of legal settings where legal assistants/paralegals work, including small and large private firms, corporations, and governmental agencies. Discuss the emerging role of the legal assistant/paralegal and the place of the legal assistant/paralegal in expanding the delivery of legal services.
3. Demonstrate the ability to define and articulate the effect of change in the delivery of legal services and corresponding needs for well-qualified legal assistants and paralegals.
4. Demonstrate mastery of word-processing and Internet and legal research technologies in a typical law office environment.
5. Demonstrate the ability to define and articulate alternatives to litigation including mediation and voluntary and mandatory arbitration.
6. Demonstrate the ability to articulate ethical decision making in the legal environment.
7. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, paralegal and legal assistant.

PROGRAM CONTENT

A minimum of 66.00 semester credit hours is required for graduation. In addition, students must demonstrate a keyboarding speed of a minimum of 40 net words per minute by the end of their program in order to qualify for this associate's degree in legal assisting/paralegal.

REQUIRED COURSES

All courses, 34.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 102 ■	Computers and Application Software	None	4.00
PL 100	Introduction to Legal Assisting	None	3.00
PL 106	Legal Research	PL 100	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PL 115	Contract Law	PL 100 and PL 106	3.00
PL 131	Torts	PL 106	3.00
PL 132	Family Law	PL 106	3.00
PL 140	Ethics and Paralegal Professionalism	PL 100	3.00
PL 180	Law Office Procedures	PL 106	3.00
PL 215	Civil Litigation	PL 106	3.00
PL 250	Legal Writing	EN 104 and PL 106	3.00
PL 298	NALA Certification Review	Final course	3.00

■ The American Bar Association does not consider computer applications to be a general education course.

ELECTIVE COURSES

A minimum of 9.00 semester credit hours is required. At least 6.00 semester credit hours must be paralegal (PL) courses.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
BU 106	Introduction to Management	None	3.00
BU 206	Business Law I	None	3.00
BU 251	Contracts and Procurements	BU 206	3.00
BU 302	Leadership and Organizational Behavior	BU 106	3.00
BU 305	Administrative Law	None	3.00
BU 403	Constitutional Law	None	3.00
HR 100	Introduction to Human Resource Management	None	3.00
HR 230	Employment Law and Labor Relations	BU 206 and HR 100	3.00
HR 340	Alternative Dispute Resolution (ADR) Essentials	HR 100	3.00
IS 120	Word Processing	IS 102	4.00
IS 160	Spreadsheets	IS 102	4.00
PL 139	Wills, Trusts and Estates	PL 106	3.00
PL 220	Bankruptcy	None	3.00
PL 225	Criminal Law	PL 106	3.00
PL 235	Property Law and Intellectual Property Law	PL 106	3.00
PL 246	Environmental Law and Administrative Agencies	PL 106	3.00
PL 294	Career Internship	Final semester, PGPA of 2.5 or better, and PD 214	4.00

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 21.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

- *In this program, 4.00 semester credit hours in Mathematics or Natural Science replaces Computer Applications in the general education requirements recognizing that computer literacy is a component of the paralegal core curriculum.*

3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours in Mathematics or Natural Science ▲
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 21.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the PL 294 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN LEGAL STUDIES (ASLS/AASLS)

Only the Herzing University paralegal programs at New Orleans and Atlanta are approved by the American Bar Association (ABA). The Herzing Legal Studies program offered online is not approved by the ABA.

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The program prepares students with the skills and academic knowledge necessary for a career as a legal assistant/paralegal working under the supervision of a licensed attorney. The American Bar Association defines a paralegal as "a person qualified by education, training, or work experience who is employed or retained by a lawyer, law office, corporation, government agency, or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible." These career opportunities may be in small or large firms working as a legal assistant/paralegal. The duties of a legal assistant/paralegal include assisting the lawyer with research, brief preparation, and other legal office administration. Duties do not include practicing law, advising clients, or setting fees since paralegals may not provide legal services directly to the public, except as permitted by law.

ADMISSIONS LIMITATION

Students at the Atlanta and New Orleans campuses may not enroll in this online program. All courses must be taken in an online format.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Draft legal documents in areas of law studied including torts and family law, probate procedure, and contracts.
2. Demonstrate the ability to define and articulate law practices in a variety of legal settings where legal assistants/paralegals work, including small and large private firms, corporations, and governmental agencies. Discuss the emerging role of the legal assistant/paralegal and the place of the legal assistant/paralegal in expanding the delivery of legal services.
3. Demonstrate the ability to define and articulate the effect of change in the delivery of legal services and corresponding needs for well-qualified legal assistants and paralegals.
4. Demonstrate mastery of word-processing and Internet and legal research technologies in a typical law office environment.
5. Demonstrate the ability to define and articulate alternatives to litigation including mediation and voluntary/mandatory arbitration.
6. Demonstrate the ability to articulate ethical decision making in the legal environment.
7. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, paralegal, legal assistant, title examiner, abstractor, legal researcher, and legal support worker.

PROGRAM CONTENT

A minimum of 63.00 semester credit hours is required for graduation. In addition, students must demonstrate a keyboarding speed of a minimum of 40 net words per minute by the end of their program in order to qualify for this associate's degree in legal studies.

REQUIRED COURSES

All courses, 30.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PL 100	Introduction to Legal Assisting	None	3.00
PL 106	Legal Research	PL 100	3.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
PL 115	Contract Law	PL 100 and PL 106	3.00
PL 131	Torts	PL 106	3.00
PL 132	Family Law	PL 106	3.00
PL 140	Ethics and Paralegal Professionalism	PL 100	3.00
PL 180	Law Office Procedures	PL 106	3.00
PL 215	Civil Litigation	PL 106	3.00
PL 250	Legal Writing	EN 104 and PL 106	3.00
PL 298	NALA Certification Review	Final course	3.00

ELECTIVE COURSES

A minimum of 6.00 semester credit hours is required. Students may take any accounting (AC), business management (BU), information systems (IS), or paralegal (PL) course. At least 3.00 semester credit hours must be paralegal (PL) courses. Note: Online students in some states may not be allowed to take the PL 294 Career Internship due to state restrictions.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 25.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
4.00 Semester Credit Hours in Mathematics or Natural Science
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 25.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASLS program must complete a minimum of 25.00 semester credit hours in general education to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the PL 294 Internship must also take PD 214.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN MEDICAL ASSISTING SERVICES (ASMAS/AASMAS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The introduction of students to the overall operation of the physician's office is the basic objective of this program. Students are trained to assist the physician in the examination room, to perform routine laboratory procedures, and to handle financial records, correspondence, insurance forms, and other administrative functions. Our ultimate goal is to prepare students to successfully gain entry-level employment as a medical assistant.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to perform clinical assisting and laboratory procedures.
2. Demonstrate the ability to accurately create and enter data into different healthcare documents.
3. Apply legal concepts to the medical practice.
4. Communicate professionally with patients, coworkers, and providers.
5. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical assistant.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours is required for graduation.

TRANSFER COURSES

All courses, 25.00 semester credit hours, must be completed prior to admission into the Associate of Science/Applied Science in Medical Assisting Services.◆ These courses may be completed as a non-degree seeking student or as a student in another program (such as the Associate of Science/Applied Science or Diploma in Medical Office Administration.)

◆ Students at the Akron Campus may complete these transfer courses while enrolled in the Associate of Applied Science or Diploma in Medical Assisting Services.

◆ Students at the New Orleans Campus may complete these transfer courses while enrolled in the Associate of Science in Medical Assisting Services.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MO 110	Keyboarding	None	1.00
MO 111 ■	Computer Software Applications in Healthcare	MO 110	3.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/ Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 105 ▲	Anatomy and Physiology I for Allied Health Professionals	None/Corequisite SC 105L	3.00
SC 105L ▲	Anatomy and Physiology I Lab for Allied Health Professionals	None/Corequisite SC 105	1.00
SC 205 ▲	Anatomy and Physiology II for Allied Health Professionals	SC 105 and SC 105L/ Corequisite SC 205L	3.00
SC 205L ▲	Anatomy and Physiology II Lab for Allied Health Professionals	SC 105 and SC 105L/ Corequisite SC 205	1.00

■ ▲ *Note: These courses are considered part of the general education requirements.*

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MS 215	Medical Clinical Assisting I With Lab	MO 150, MO 150L, PD 216 (online students only), and Anatomy and Physiology With Lab	5.00
MS 235	Medical Clinical Assisting II With Lab	MS 215	5.00
MS 280	Program Certification Review	All didactic coursework and PGPA of 2.00	2.00
MS 295	Externship	Final semester, PGPA of 2.00, PD 211, and a valid CPR certification	4.00

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 17.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

■ Students in the ASMAS/AASMAS program must take MO 111 Computer Software Applications in Healthcare to fulfill the 3.00 semester credit hours of general education in computer applications. See the "Transfer Courses" requirements.

▲ See the "Transfer Courses" requirements for the 8.00 semester credit hours in anatomy and physiology with lab requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required in addition to PD 211. Online students must also take PD 216. ◗

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 211	MA Externship Preparation	None	0.00
PD 216 ◗	Medical Assisting Proctor Preparation	None	0.00

◗ *PD 216 is only for students taking the program online.*

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Externship**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
MO 110		30.00		30.00	1.00
MO 111	30.00	30.00		60.00	3.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
MS 215	45.00	60.00		105.00	5.00
MS 235	45.00	60.00		105.00	5.00
MS 280	30.00			30.00	2.00
MS 295			180.00	180.00	4.00
SC 105	45.00			45.00	3.00
SC 105L		30.00		30.00	1.00
SC 205	45.00			45.00	3.00
SC 205L		30.00		30.00	1.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**705.00**	**270.00**	**180.00**	**1,155.00**	**60.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN MEDICAL LABORATORY TECHNICIAN (ASMLT/AASMLT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program is designed to provide students with the skills necessary to function in the medical/hospital lab setting. Laboratory tests play an important part in the detection, diagnosis, and treatment of many diseases. Medical laboratory technicians perform a wide variety of tests and laboratory procedures that require a high level of skill. The medical laboratory technician analyzes the blood, tissues, and fluids in the human body by using precision instruments such as microscopes and automated analyzers. Technicians assist in performing complicated chemical, microscopic, and bacteriological tests, which may include blood cholesterol level, microscopic examination of the blood to detect the presence of diseases, and cultures of body fluid or tissue samples to determine the presence of bacteria, parasites, or other microorganisms. Technicians may also type and cross-match blood samples. Each student will be prepared for entry-level medical laboratory positions in the medical lab and hospital setting.

PROGRAM OBJECTIVES

Upon completion of the program, the student should be able to:

1. Demonstrate the ability to utilize universal safety precautions in the lab setting.
2. Perform basic laboratory analysis.
3. Demonstrate laboratory principles.
4. Correlate laboratory results according to laboratory protocol.
5. Evaluate quality control.
6. Understand the role and responsibility of the medical laboratory technician.
7. Communicate and interact effectively with the laboratory team.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical laboratory technician and clinical laboratory technician.

ESSENTIAL FUNCTIONS FOR MEDICAL LABORATORY TECHNICIANS

The Herzing University Medical Laboratory Technician program has a responsibility for the welfare of patients treated or otherwise affected by students enrolled in this program, as well as for the welfare of students in the program. To fulfill this responsibility, the program has established minimum essential requirements that must be met, with or without reasonable accommodation, in order to participate in the program and graduate. Discrimination is prohibited on the basis of race, color, sex, national origin, age, disability, marital status, sexual orientation, religion, or veteran status.

- Visual skills: Students must be able to effectively read written material, utilize a medical microscope, read instrument displays, and perform procedures that require eye-hand coordination. Students must be able to discriminate color reactions.
- Auditory skills: Students must be able to hear alarms that are used to signal instrument malfunction, fire, or other emergencies.
- Communication skills: Students must be able to effectively communicate with other medical personnel and with patients.
- Motor skills: Students must be able to perform procedures that require eye-hand coordination. Students must be able to effectively manipulate medical laboratory equipment such as microscopes and spectrophotometers as well as the devices used to collect specimens. Students must be able to feel for veins when performing venipuncture and develop the skill to collect such specimens without undue trauma to the patient. Students must be able to tolerate wearing personal protective equipment. Students must be able to write legibly.
- General physical health: A student's general health must be such that he/she can perform light to moderate physical activity. Heavy lifting is generally not required.
- General mental health: A student's general mental health must be such that he/she can maintain attention to detail and interact effectively with other personnel and with patients.

PROGRAM CONTENT

A minimum of 70.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 36.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MT 110	Clinical Laboratory Techniques	SC 145 and SC 145L	3.00
MT 111	Clinical Laboratory Calculations and Statistics	MA 107	2.00
MT 112	Urinalysis and Body Fluids	MT 110, MT 111, SC 245 and SC 245L	2.00
MT 113	Clinical Chemistry	MT 110, MT 111, SC 185, SC 185L, SC 245, and SC 245L	4.00
MT 114	Clinical Hematology	MT 110, MT 111, SC 245, and SC 245L	3.00
MT 115	Coagulation	MT 110, MT 111, SC 245, and SC 245L	1.00
MT 116	Immunology/Serology	MT 110, MT 111, SC 245, and SC 245L	2.00
MT 210	Clinical Microbiology	MT 116, SC 165, and SC 165L	4.00
MT 211	Immunohematology	MT 116	3.00
MT 212	Clinical Lab Simulation and Microscopy	MT 116, SC 165, and SC 165L	2.00
MT 213	Clinical Lab Seminar	Final semester	2.00
MT 214	Clinical Lab Practicum I	Final semester	4.00
MT 215	Clinical Lab Practicum II	Final semester	4.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the Medical Laboratory Technician program.

- Anatomy and Physiology With Lab
- Chemistry With Lab
- Microbiology With Lab
- College Math

All other general education courses must be passed with a grade of "D" or better to be continued in the Medical Laboratory Technician program.

A student who is dropped from the Medical Laboratory Technician program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the Medical Laboratory Technician program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 32.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
3.00 Semester Credit Hours in Chemistry With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 32.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Practicum**	**Total Clock Hours**	**Credits**
MT 110	30.00	30.00		60.00	3.00
MT 111	30.00			30.00	2.00
MT 112	15.00	30.00		45.00	2.00
MT 113	45.00	30.00		75.00	4.00
MT 114	30.00	30.00		60.00	3.00
MT 115	15.00			15.00	1.00
MT 116	30.00			30.00	2.00
MT 210	45.00	30.00		75.00	4.00
MT 211	30.00	30.00		60.00	3.00
MT 212	15.00	30.00		45.00	2.00
MT 213	30.00			30.00	2.00
MT 214			180.00	180.00	4.00
MT 215			180.00	180.00	4.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Chemistry With Lab	30.00	30.00		60.00	3.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**765.00**	**330.00**	**360.00**	**1,455.00**	**70.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN MEDICAL OFFICE ADMINISTRATION (ASMOA/AASMOAD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This medical office administration associate's program is designed to prepare students with the necessary skills and academic knowledge for entry-level office positions in the healthcare industry. Career opportunities may be in areas such as the medical office or clinic, hospitals, long-term care facilities, and other healthcare office settings. The program also includes a comprehensive general education curriculum, preparing students for future career advancement opportunities.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to accurately create and enter data into different healthcare documents.
2. Apply legal concepts to medical practice.
3. Communicate professionally with patients, coworkers, and providers.
4. Demonstrate knowledge of billing and reimbursement.
5. Apply the knowledge from the general education curriculum in context of society as a whole.
6. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical secretary, receptionist, unit support representative, office manager, medical receptionist, front office manager, and medical office specialist.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 14.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MO 110	Keyboarding	None	1.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00

REQUIRED INTERNSHIP OR RESEARCH PROJECT

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MO 270	Case Study Research Project	Final semester	4.00
MO 295 *	Medical Office Administration Internship	Final semester, PGPA of 2.00, and PD 215	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

OPEN ELECTIVE COURSES

A minimum of 12.00 semester credit hours of open electives is required.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 28.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements.*

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
3.00 Semester Credit Hours in Computer Applications ◆ ■
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities with a Critical Thinking Focus ** ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

■ Students in the ASMOA/AASMOAD program must take MO 111 Computer Software Applications in Healthcare to fulfill this general education requirement.

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 28.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASMOAD program must complete a minimum of 28.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the MO 295 Medical Office Administration Internship must also take PD 215.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 215	Medical Office Administration Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
MO 110		30.00		30.00	1.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
MO 270 ▲	60.00 ▲			60.00 ▲	4.00
MO 295 ▲			180.00 ▲	180.00 ▲	
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	30.00	30.00		60.00	3.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Open Elective Courses	180.00			180.00	12.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Total for Students Taking MO 270	**825.00**	**150.00**		**975.00**	**60.00**
Total for Students Taking MO 295	**765.00**	**150.00**	**180.00**	**1,095.00**	**60.00**

▲ Note that the student only takes one of these two courses, so the total clock hours will be as stated above.

ASSOCIATE OF APPLIED SCIENCE IN NURSING—AKRON (AASNOH)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate of science in nursing degree program is approved by the Ohio State Board of Nursing to prepare students to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) and to begin a professional nursing career. Students are provided a foundation of general education, including courses in the natural sciences, the social sciences, mathematics, and humanities, as well as the knowledge, skills, and abilities necessary to work in a healthcare environment. Theoretical and practical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional nurse. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and will stress health promotion as well as disease processes. Graduates will be eligible to take the National Council Licensing Examination for Registered Nurses and will be prepared for entry-level positions as a registered nurse.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to function as a beginning-level staff nurse in a variety of healthcare facilities to include hospitals, long-term care agencies, physician's offices, clinics, outpatient surgical facilities and other community organizations and to work as part of a multidisciplinary healthcare team.
2. Provide accurate patient assessments and appropriate healthcare interventions as a member of a treatment team.
3. Function as a safe practitioner, using critical thinking and communication skills to act as a patient advocate and educator.
4. Understand and utilize nursing-related medical and technological equipment.
5. Exhibit leadership qualities in diverse healthcare settings.
6. Demonstrate a full understanding and practice of accepted ethical and legal standards.
7. Understand the unique needs of diverse populations in regard to socioeconomic, cultural, and life span issues while promoting health and wellness in order to facilitate positive growth and development.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSIONS REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 73.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 39.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NO 103	Health and Illness Throughout the Life Span	PS 101	2.00
NO 106	Fundamentals of Nursing I	None/Corequisite NO 106L	2.00
NO 106L	Fundamentals of Nursing I Lab	None/Corequisite NO 106	1.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NO 107	Fundamentals of Nursing II	NO 106 and NO 106L/ Corequisites NO 107L and NO 108	2.00
NO 107L	Fundamentals of Nursing II Lab	NO 106 and NO 106L/ Corequisites NO 107 and NO 108	1.00
NO 108	Fundamentals of Nursing II Clinical	NO 106 and NO 106L/ Corequisites NO 107 and NO 107L	1.00
NO 109	Adult Nursing Systems I	NO 107, NO 107L and NO 108/ Corequisite NO 110	3.00
NO 110	Adult Nursing Systems I Clinical	NO 107, NO 107L and NO 108/ Corequisite NO 109	1.00
NO 111	Therapeutic Use of Self	PS 101/Corequisite NO 111L	1.00
NO 111L	Therapeutic Use of Self Lab	PS 101/Corequisite NO 111	1.00
NO 112	Pharmacology	None/Corequisites SC 245 and SC 245L	2.00
NO 113	Nursing Process and Documentation	None	2.00
NO 208	Nursing Management	NO 212 and NO 213	2.00
NO 210	Adult Nursing Systems II	NO 109 and NO 110/Corequisite NO 211	2.00
NO 211	Adult Nursing Systems II Clinical	NO 109 and NO 110/Corequisite NO 210	1.00
NO 212	Adult Nursing Systems III	NO 210 and NO 211/Corequisite NO 213	2.00
NO 213	Adult Nursing Systems III Clinical	NO 210 and NO 211/Corequisite NO 212	1.00
NO 214	Maternal/Newborn Self-Care Requisites	NO 210 and NO 211/Corequisite NO 215	1.00
NO 215	Maternal/Newborn Self-Care Requisites Clinical	NO 210 and NO 211/Corequisite NO 214	1.00
NO 216	Psychosocial Self-Care Requisites	NO 111 and NO 111L/Corequisite NO 217	2.00
NO 217	Psychosocial Self-Care Requisites Clinical	NO 111 and NO 111L/Corequisite NO 216	1.00
NO 218	Health Deviations in Childhood	NO 210 and NO 211/Corequisite NO 219	1.00
NO 219	Health Deviations in Childhood Clinical	NO 210 and NO 211/Corequisite NO 218	1.00
NO 220	Health Deviations in Older Adulthood	NO 212 and NO 213/Corequisite NO 221	2.00
NO 221	Health Deviations in Older Adulthood Clinical	NO 212 and NO 213/Corequisite NO 220	1.00
NO 222	Directed Clinical Practicum	NO 212 and NO 213	2.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- College Math
- Microbiology

All other general education courses must be passed with a grade of D (60%) or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 32.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science ◆
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 32.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

◆ The following course is required in the Ohio nursing program to satisfy the general education requirement in social or behavioral science.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PS 101	Psychology	None	3.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course Number or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NO 103	30.00			30.00	2.00
NO 106/NO 106L	30.00	30.00		60.00	3.00
NO 107/NO 107L/NO 108	30.00	30.00	45.00	105.00	4.00
NO 109/NO 110	45.00		45.00	90.00	4.00
NO 111/NO 111L	15.00	30.00		45.00	2.00
NO 112	30.00			30.00	2.00
NO 113	30.00			30.00	2.00
NO 208	30.00			30.00	2.00
NO 210/NO 211	30.00		45.00	75.00	3.00
NO 212/NO 213	30.00		45.00	75.00	3.00
NO 214/NO 215	15.00		45.00	60.00	2.00
NO 216/NO 217	30.00		45.00	75.00	3.00
NO 218/NO 219	15.00		45.00	60.00	2.00
NO 220/NO 221	30.00		45.00	75.00	3.00

Distribution of Clock Hours by Course					
Course Number or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NO 222			90.00	90.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**855.00**	**180.00**	**450.00**	**1,485.00**	**73.00**

ASSOCIATE OF SCIENCE IN NURSING—MADISON (ASNWI)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate of science in nursing degree program is approved by the Wisconsin State Board of Nursing to prepare students to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) and to begin a professional nursing career. Graduates will be prepared to integrate nursing knowledge, critical thinking, and advanced nursing skills in the healthcare environment when managing care for multiple clients with complex conditions. Theoretical and practical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional nurse. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and will stress health promotion as well as disease processes. Graduates will be eligible to take the National Council Licensing Examination for Registered Nurses and will be prepared for entry-level positions as a registered nurse.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate nursing professional behaviors related to legal, ethical, political, and scope-of-practice issues as defined by the state regulatory board.
2. Communicate accurately, effectively, and in a timely manner with clients, significant others, and members of the healthcare team.
3. Assess clients' healthcare needs based on data from a variety of sources including physical findings, past medical history, client interviews, and members of the healthcare team.
4. Use clinical decision-making skills to plan appropriate interventions using evidence-based protocols.
5. Provide client care for a diverse population using therapeutic interventions in a safe, caring manner in a variety of healthcare settings.
6. Use teaching and learning skills to provide health promotion and illness prevention to a diverse population.
7. Collaborate with the healthcare team to provide optimum care to individuals, families, and groups within a diverse community.
8. Provide continuity of care across various healthcare systems by managing client care.
9. Develop proficiencies in more advanced nursing skills incorporating technology when appropriate.
10. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSIONS REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 74.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 41.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NW 101	Fundamentals of Nursing	None/Corequisites NW 106, SC 142 and SC 142L	5.00
NW 102	Clinical Practice I	NW 101 and NW 106/Corequisites NW 103 and NW 201	3.00
NW 103	Health and Illness Throughout the Life Span	NW 101, NW 106, SC 142, SC 142L and PS 101/Corequisite NW 201	3.00
NW 106	Pharmacology for Nurses	MA 107, SC 142 and SC 142L/ Corequisite NW 101	3.00
NW 201	Alterations in Adult Health	NW 101 and NW 106/Corequisite NW 103	3.00
NW 202	Clinical Practice II	NW 102	4.00
NW 210	Medical/Surgical Nursing	NW 102 and NW 214/Corequisites SC 243 and SC 243L	4.00
NW 211	Clinical Practice III	NW 202/Corequisite NW 210	4.00
NW 214	Mental Health and Community Nursing	NW 101, NW 103, SC 243 and SC 243L/ Corequisite NW 202	2.00
NW 215	Nursing Management	NW 210 and NW 211/Corequisite NW 253	2.00
NW 231	OB/Pediatrics/Geriatrics	NW 210 and NW 211/Corequisite NW 232	2.00
NW 232	Clinical Practice IV	NW 210 and NW 211/Corequisite NW 231	2.00
NW 253	Clinical Internship	Successful completion of all didactic and clinical courses/Corequisite NW 215	4.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the nursing program.

- Body Structure and Function With Lab and Anatomy and Physiology With Lab
- Mathematics (College Algebra or Above)
- Microbiology

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 31.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
3.00 Semester Credit Hours in Cultural Diversity
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)

3.00 Semester Credit Hours in Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 31.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Course or Category	Lecture	Lab	Clinical	Total Clock Hours	Credits
NW 101	45.00	60.00		105.00	5.00
NW 102			135.0	135.00	3.00
NW 103	45.00			45.00	3.00
NW 106	45.00			45.00	3.00
NW 201	45.00			45.00	3.00
NW 202			180.0	180.00	4.00
NW 210	45.00	30.00		75.00	4.00
NW 211			180.0	180.00	4.00
NW 214	30.00			30.00	2.00
NW 215	30.00			30.00	2.00
NW 231	30.00			30.00	2.00
NW 232			90.0	90.00	2.00
NW 253			180.00	180.00	4.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Cultural Diversity	45.00			45.00	3.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**765.00**	**180.00**	**765.0**	**1,710.00**	**74.00**

ASSOCIATE OF SCIENCE IN NURSING—ORLANDO (ASN)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate's degree nursing program is approved by the state board of nursing and prepares students to take the National Council Licensing Exam for Registered Nurses (NCLEX-RN®) and begin a professional nursing career. Graduates will be prepared to integrate nursing knowledge, critical thinking, and nursing skills in the healthcare environment while managing care for multiple clients with complex conditions. Theoretical and practical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and concept-based understanding of the roles and responsibilities of a professional nurse. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and develop application of nursing concepts across the health continuum. Graduates are prepared for entry-level positions as a registered nurse.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Manage quality, safe, evidence-based, skilled, and patient-centered care utilizing the nursing process.
2. Engage in critical thinking necessary to provide quality nursing care.
3. Integrate individualized teaching plans.
4. Participate in collaborative relationships with patients, families, and members of the interdisciplinary team to provide and improve patient care.
5. Demonstrate leadership in a variety of healthcare settings for diverse patient populations.
6. Use information technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Incorporate professional, ethical, and legal principles into entry-level nursing performance.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 75.00 semester credit hours is required for graduation.

REQUIRED SUPPORT COURSE FOR NURSING

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED COURSES IN NURSING

All courses, 43.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NF 111	Nursing I	AS 144, SC 165, SC 165L, SC 245 and SC 245L	7.00
NF 112	Nursing II	NF 111	6.00
NF 113	Nursing III	NF 112	6.00
NF 214	Nursing IV	NF 113 or NF 170	6.00
NF 215	Nursing V	NF 214	6.00
NF 216	Nursing VI	NF 215	6.00
NF 217	Nursing VII	NF 216/Corequisite NF 218	4.00
NF 218	Nursing VIII	NF 216/Corequisite NF 217	2.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- College Math
- Microbiology

All other general education courses must be passed with a grade of D (60%) or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 29.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 29.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
NF 111	75.00	60.00		135.00	7.00
NF 112	60.00	36.00	36.00	132.00	6.00
NF 113	60.00		90.00	150.00	6.00
NF 214	60.00		90.00	150.00	6.00
NF 215	75.00		45.00	120.00	6.00
NF 216	60.00		90.00	150.00	6.00
NF 217			180.00	180.00	4.00
NF 218	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	60.00			60.00	4.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**855.00**	**186.00**	**531.00**	**1,572.00**	**75.00**

ASSOCIATE OF SCIENCE IN NURSING—BIRMINGHAM—LPN TO RN BRIDGE (ASNAL)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate's degree in nursing bridge program prepares students who are already licensed practical nurses to take the National Council Licensing Examination for Registered Nurses (NCLEX). Students are provided a foundation of general education, including courses in the natural sciences, the social sciences, and mathematics, as well as the knowledge, skills, and abilities necessary to work in a healthcare environment. Theoretical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional nurse. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and stress health prevention and promotion as well as disease processes. Students must have an active/unrestricted LPN license.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to work as part of a multidisciplinary healthcare team.
2. Provide accurate patient assessments.
3. Provide appropriate healthcare interventions as a member of a treatment team.
4. Function as a beginning-level staff nurse in a variety of healthcare facilities to include hospitals, long-term care agencies, physician's offices, clinics, outpatient surgical facilities, and other community organizations.
5. Function as a safe practitioner and, through critical thinking and communication skills, act as a patient advocate and educator, including the family and community in the total care.
6. Understand and utilize nursing-related medical and technological equipment.
7. Demonstrate a full understanding and practice of accepted ethical and legal standards.
8. Exhibit leadership qualities in diverse healthcare settings.
9. Understand the unique needs of diverse populations in regard to socioeconomic, cultural, and life span issues.
10. Promote health and wellness in order to facilitate positive growth and development.
11. Think critically, both conceptually and by using mathematical analysis write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

In addition, prospective students must have completed the following general education courses for college credit at an accredited college or university to be admitted into the program:

- 5.00 Semester Credit Hours in Anatomy and Physiology With Lab
- 3.00 Semester Credit Hours in English Composition
- 2.00 Semester Credit Hours in General Education Electives
- 4.00 Semester Credit Hours in Mathematics (College Algebra or Above)

All applicants will be required to provide official college transcripts verifying completion of the above courses with a passing grade of "C" (70%) or higher. There is no set time limit pertaining to when the prerequisite courses were completed.

All other general education courses must be passed with a grade of D (60%) or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 48.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 33.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NA 212	Advanced Pharmacology	None	2.00
NA 220	Medical Surgical Nursing I for RNs	NA 212/Corequisite NA 225	4.00
NA 225	Medical Surgical Nursing I for RNs Clinical	NA 212/Corequisite NA 220	1.00
NA 230	Nutrition	None	3.00
NA 235	Obstetrics/Pediatric Nursing	NA 220 and NA 225/Corequisite NA 240	4.00
NA 240	Obstetrics/Pediatric Nursing Clinical	NA 220 and NA 225/Corequisite NA 235	1.00
NA 250	Medical Surgical Nursing II for RNs	NA 220	3.00
NA 260	Mental Health for the RN	None/Corequisite NA 261	3.00
NA 261	Mental Health for the RN Clinical	None/Corequisite NA 260	1.00
NA 281	Role Transition: LPN to RN	Final semester	4.00
NA 282	NCLEX RN Review	Final course	4.00
NA 295	RN Clinical Internship	Final semester	3.00

GENERAL EDUCATION REQUIRED COURSES

Students enrolled in this nursing bridge associate's program must complete a minimum of 15.00 semester credit hours in general education distributed among the following disciplines in addition to the 14.00 semester credit hours required prior to admission. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Anatomy and Physiology With Lab
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 15.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NA 212	30.00			30.00	2.00
NA 220	60.00			60.00	4.00
NA 225			45.00	45.00	1.00
NA 230	45.00			45.00	3.00
NA 235	60.00			60.00	4.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NA 240			45.00	45.00	1.00
NA 250	45.00			45.00	3.00
NA 260	45.00			45.00	3.00
NA 261			45.00	45.00	1.00
NA 281	60.00			60.00	4.00
NA 282	60.00			60.00	4.00
NA 295			135.00	135.00	3.00
Anatomy and Physiology With Lab	45.00	30.00		75.00	4.00
Information Literacy	15.00			15.00	1.00
Microbiology With Lab	45.00	30.00		75.00	4.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**600.00**	**60.00**	**270.00**	**930.00**	**48.00**

Birmingham Campus

ASSOCIATE OF SCIENCE IN NURSING—BRIDGE TO ASN—ORLANDO (ASNBA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This bridge to ASN program is open to licensed practical nurses, paramedics, respiratory therapists, and cardiovascular technologists. This associate's degree nursing program is approved by the Florida Board of Nursing (FBON) and prepares students to take the National Council Licensing Exam for Registered Nurses (NCLEX-RN®) and to begin a professional nursing career. Graduates will be prepared to integrate nursing knowledge, critical thinking, and nursing skills in the healthcare environment in order to provide a broad, holistic, and concept-based understanding of the roles and responsibilities of the registered nurse. Courses are designed for students to attend planned clinical and laboratory experiences that will complement classroom learning and development of the critical thinking skills necessary to apply nursing concepts across the health continuum.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Manage quality, safe, evidence-based, skilled, and patient-centered care utilizing the nursing process.
2. Engage in critical thinking necessary to provide quality nursing care.
3. Integrate individualized teaching plans.
4. Participate in collaborative relationships with patients, families, and members of the interdisciplinary team to provide and improve patient care.
5. Demonstrate leadership in a variety of healthcare settings for diverse patient populations.
6. Use information technology to communicate, manage knowledge, mitigate error, and support decision making.
7. Incorporate professional, ethical, and legal principles into entry-level nursing performance.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSION REQUIREMENTS

Applicants must have successfully completed a program in practical nursing, paramedic, respiratory therapy, or cardiovascular technology and hold a license in that discipline. Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, registered nurse.

PROGRAM CONTENT

A minimum of 75.00 semester credit hours is required for graduation.

TRANSFER CREDITS

Students who have completed a program in practical nursing, paramedic, respiratory therapy, or cardiovascular technology in the state in which the program was completed and who hold a current license from any state will be awarded 14.00 semester credit hours toward this degree.

REQUIRED COURSES IN NURSING

All courses, 30.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NF 171	Transition to RN Practice	SC 165, SC 165L, SC 245 and SC 245L	6.00
NF 214	Nursing IV	NF 113 or NF 171	6.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
NF 215	Nursing V	NF 214	6.00
NF 216	Nursing VI	NF 215	6.00
NF 217	Nursing VII	NF 216/Corequisite NF 218	4.00
NF 218	Nursing VIII	NF 216/Corequisite NF 217	2.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology With Lab
- College Math
- Microbiology

All other general education courses must be passed with a grade of D (60%) or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 29.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 29.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course (Not Including 14.00 Semester Credit Hours of Transfer)					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NF 171	75.00	30.00		105.00	6.00
NF 214	60.00		90.00	150.00	6.00

Distribution of Clock Hours by Course (Not Including 14.00 Semester Credit Hours of Transfer)					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
NF 215	75.00		45.00	120.00	6.00
NF 216	60.00		90.00	150.00	6.00
NF 217			180.00	180.00	4.00
NF 218	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**720.00**	**120.00**	**405.00**	**1,245.00**	**61.00**

ASSOCIATE OF APPLIED SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT (AASOTA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The primary goal of the occupational therapy assistant educational process is to produce competent and ethical occupational therapy assistant practitioners. In conjunction with Herzing University's commitment to provide a learning environment that is caring, convenient, and career-focused, this program prepares the student for entry-level competence as an occupational therapy assistant. Students begin by learning principles of occupational therapy and perform activities that demonstrate knowledge and comprehension of the material presented. Students are then given opportunities to apply this knowledge using human occupation and activity analysis. Students then move to the next level by getting opportunities to develop and present structured groups, write new programs, and develop adaptive, assistive equipment. Herzing University's OTA Program uses developmental theory as the program progresses from birth to old age. Each Level I fieldwork observation is carefully chosen to complement the course-room lecture and the specific developmental level being studied. Following graduation, students must successfully pass a national certification examination and obtain licensure in their chosen state of practice.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply principles of people, environment, occupation, and performance (PEOP Model) in diverse occupational therapy settings.
2. Facilitate an environment for occupational care that provides safe exploration of personal and professional behaviors while valuing the dignity, uniqueness, and rights of each individual.
3. Incorporate culturally diverse materials and approaches while applying the concepts of program development.
4. Facilitate adaptation, and mediate dysfunction for all age groups, disabilities, and occupational roles.
5. Provide quality services in a wide variety of practice environments, including traditional, community, and emerging practices in occupational therapy.
6. Promote the field of occupational therapy through community involvement and professional interaction.
7. Design assistive technologies and strategies for use in program planning and occupational care.
8. Accurately document and communicate client needs through the use of technology.
9. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, occupational therapy assistant.

PROGRAM CONTENT

A minimum of 71.00 semester credit hours are required for graduation.

REQUIRED SUPPORT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED OCCUPATIONAL THERAPY ASSISTANT CORE COURSES

All courses, 44.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
OT 100	Life Span Development	None	3.00
OT 110	Principles of Occupational Therapy	None	3.00
OT 120	Human Occupations	None	2.00
OT 125	Documentation and Computer Technology in Occupational Therapy	None	2.00
OT 150	Level I Fieldwork: Community and Emerging Practice	OT 100, OT 110, OT 120, OT 210, PS 101 and SS 120/Corequisite OT 240	1.00
OT 201	Theory of Pediatric Occupations	OT 100, OT 110 and OT 120/ Corequisite OT 201L	3.00
OT 201L	Theory of Pediatric Occupations Lab	OT 100, OT 110 and OT 120/ Corequisite OT 201	1.00
OT 210	Occupational Therapy in Physical Disabilities I	OT 100, OT 110 and OT 120	3.00
OT 225	Functional Kinesiology	SC 245 and SC 245L	2.00
OT 235	Occupational Therapy in Physical Disabilities II	OT 210	3.00
OT 240	Psychosocial Dysfunction and Group Dynamics	OT 100, OT 110, OT 120, OT 210, PS 101 and SS 120/Corequisite OT 150	3.00
OT 244	Level I Fieldwork: Traditional Settings of Occupational Therapy	OT 150, OT 201, OT 201L, OT 225, OT 235 and OT 240	1.00
OT 251	Occupational Therapy in Geriatrics and Community Settings	OT 150 and OT 235	2.00
OT 260	Occupational Therapy in Program Development	OT 235 and OT 240	2.00
OT 265	Assistive Technology	OT 201 and OT 235	1.00
OT 266	Team-Based Case Synthesis and Intervention	None	1.00
OT 270	Level 2A Fieldwork	OT 244	5.00
OT 275	Level 2B Fieldwork	OT 244	5.00
OT 280	NBCOT Review Course	OT 250, OT 260 and OT 265	1.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of this catalog for Herzing University courses that would satisfy these requirements.*

Note: Computer literacy is a component of the core curriculum in this program.

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
6.00 Semester Credit Hours in Social or Behavioral Science ▲
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students enrolled in this program must take PS 101 Psychology and SS 120 Introduction to Sociology to fulfill this general education requirement.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Fieldwork**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
OT 100	45.00			45.00	3.00
OT 110	45.00			45.00	3.00
OT 120	15.00	30.00		45.00	2.00
OT 125	15.00	30.00		45.00	2.00
OT 150	7.50		37.50	45.00	1.00
OT 201	45.00			45.00	3.00
OT 201L		30.00		30.00	1.00
OT 210	30.00	30.00		60.00	3.00
OT 225	15.00	30.00		45.00	2.00
OT 235	30.00	30.00		60.00	3.00
OT 240	45.00			45.00	3.00
OT 244	7.50		37.50	45.00	1.00
OT 251	15.00	30.00		45.00	2.00
OT 260	15.00	30.00		45.00	2.00
OT 265		30.00		30.00	1.00
OT 266		30.00		30.00	1.00
OT 270			225.00	225.00	5.00
OT 275			225.00	225.00	5.00
OT 280	15.00			15.00	1.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	90.00			90.00	6.00
Speech	45.00			45.00	3.00
Totals	**735.00**	**300.00**	**525.00**	**1,530.00**	**71.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN PERSONAL FITNESS TRAINING (ASPFT/AASPFT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students for entry level jobs in the personal training industry. The program provides a solid background in the basic science and theory related to the development and discipline of personal training, nutrition, and client support, with the general education component of an associate's degree to become a well-rounded graduate. After passing the American College of Sports Medicine (ACSM) certification exam, the graduate will be qualified for entry-level work in health clubs, gyms, and wellness centers, or they may become self-employed by going into private practice.

PROGRAM OBJECTIVES

Upon completion of this program students should be able to demonstrate the ability to:

1. Comprehend and utilize the core concepts of biological and physiological components of the human body.
2. Demonstrate appropriate completion of all components of initial client consultation and assessment.
3. Develop and implement safe and appropriate exercise programming for a client based on client data collection and analysis.
4. Identify and develop the appropriate communication and educational approaches necessary to teach, engage, instruct, and motivate clients.
5. Analyze and apply the appropriate business, legal, and ethical standards required for developing and marketing a quality professional personal trainer program.
6. Display the qualities of the P.R.I.C.E. of Success model (professionalism, respect, integrity, caring, and engagement) outlined in the current undergraduate catalog.
7. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, personal fitness trainer and exercise instructor.

PROGRAM CONTENT

A minimum of 67.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 41.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
FT 100	Essentials of Personal Training	None	3.00
FT 102	Essentials of Human Movement	None	4.00
FT 103	Exercise Physiology	None	4.00
FT 104	Exercise Testing and Prescription	None	3.00
FT 105	Exercise Psychology and Lifestyle Coaching	None	4.00
FT 200	Business Principles and Health Service Management	None	4.00
FT 201	Nutrition	None	4.00
FT 202	Program Design	FT 102, FT 103, FT 104, and FT 105	3.00
FT 203	Group Exercise Training	FT 202	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
FT 204	Exercise Prescriptions for Special Populations	FT 202	3.00
FT 205	Performance Conditioning	FT 202	3.00
FT 210	Personal Fitness Training Externship	FT 205 and PD 214/Corequisite FT 211	2.00
FT 211	Certification Exam Preparation	FT 205/Corequisite FT 210	1.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Science or Humanities With a Critical Thinking Focus **▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASPFT program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students must also take PD 214 in preparation for the FT 210 Personal Fitness Training Externship.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Externship**	**Total Clock Hours**	**Credits**
FT 100	45.00			45.00	3.00
FT 102	60.00			60.00	4.00
FT 103	60.00			60.00	4.00
FT 104	30.00	30.00		60.00	3.00
FT 105	60.00			60.00	4.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Externship**	**Total Clock Hours**	**Credits**
FT 200	60.00			60.00	4.00
FT 201	60.00			60.00	4.00
FT 202	30.00	30.00		60.00	3.00
FT 203	30.00	30.00		60.00	3.00
FT 204	30.00	30.00		60.00	3.00
FT 205	30.00	30.00		60.00	3.00
FT 210			90.00	90.00	2.00
FT 211	15.00			15.00	1.00
Computer Applications	60.00			60.00	4.00
English Composition/Literature	45.00			45.00	3.00
General Education Electives	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics	60.00			60.00	4.00
Natural Science or Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**900.00**	**150.00**	**90.00**	**1,140.00**	**67.00**

ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT (ASPTA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This associate of science in physical therapist assistant program prepares students to take the National Physical Therapist Assistant Examination (NPTAE) and begin a professional allied health career as licensed physical therapist assistants. Students are provided a foundation of general education, including courses in the natural sciences, social sciences, and humanities, as well as the technical education for the knowledge, skills and abilities necessary to work in a healthcare environment. Theoretical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a professional physical therapist assistant. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and will stress health promotion as well as rehabilitation of the disease process.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Perform as an entry-level physical therapist assistant who demonstrates technical competence, makes sound clinical decisions, and provides safe and effective physical therapy.
2. Take and pass their licensing exams.
3. Demonstrate the ability to follow a plan of care developed by a physical therapist while assessing a patient's response to the treatment and contributing to the clinical decision-making process.
4. Be competent in the technical skills, per the PTA student skills check-offs.
5. Establish relationships with different patients and team members utilizing effective communications as well as awareness of culturally or socioeconomically diverse backgrounds.
6. Demonstrate a commitment to professional growth by participating in activities that encourage lifelong learning.
7. Use textbooks and scientific resources such as books, online databases, and journals to expand understanding of physical therapy practice and interventions.
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, physical therapist assistant.

PROGRAM CONTENT

A minimum of 73.00 semester credit hours is required for graduation.

REQUIRED SUPPORT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED COURSES

All courses, 45.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PT 105	Principles of Physical Therapist Assistant Practice	SC 245 and SC 245L/Corequisite PT 116	4.00
PT 110	Functional Kinesiology	PT 105 and PT 116/Corequisite PT 130	4.00

Course Number	Course Name	Prerequisite	Semester Credit Hours
PT 116	Pathophysiology for Physical Therapist Assistants	SC 245 and SC 245L/Corequisite PT 105	3.00
PT 130	Basic Patient Care	PT 105 and PT 116/Corequisite PT 110	3.00
PT 140	Therapeutic Modalities	PT 110 and PT 130/Corequisite PT 151	3.00
PT 151	Therapeutic Exercise	PT 110 and PT 130/Corequisite PT 140	3.00
PT 210	Clinical Practicum Preparation	PT 220 and PT 251/ Corequisites PT 240 and PT 260	1.00
PT 220	Orthopedic Patient Care	PT 140 and PT 151/Corequisite PT 251	3.00
PT 240	Patient Care for Special Populations	PT 220 and PT 251/ Corequisites PT 210 and PT 260	3.00
PT 251	Neurological Patient Care	PT 140 and PT 151/Corequisite PT 220	4.00
PT 260	Professional Issues	PT 220 and PT 251/ Corequisites PT 210 and PT 240	2.00
PT 271	Clinical Practicum I	PT 240, PT 251 and PT 260	6.00
PT 281	Clinical Practicum II	PT 271	6.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the PTA program:

- Anatomy and Physiology I and Anatomy and Physiology I Lab
- Anatomy and Physiology II and Anatomy and Physiology II Lab

All other general education courses must be passed with a grade of D (60%) or better to be continued in the Physical Therapist Assistant program.

A student who is dropped from the PTA program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to this program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's program must complete a minimum of 25.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 25.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
PT 105	60.00			60.00	4.00
PT 110	30.00	60.00		90.00	4.00
PT 116	45.00			45.00	3.00
PT 130	30.00	30.00		60.00	3.00
PT 140	30.00	30.00		60.00	3.00
PT 151	30.00	30.00		60.00	3.00
PT 210	15.00			15.00	1.00
PT 220	30.00	30.00		60.00	3.00
PT 240	30.00	30.00		60.00	3.00
PT 251	30.00	60.00		90.00	4.00
PT 260	30.00			30.00	2.00
PT 271			270.00	270.00	6.00
PT 281			270.00	270.00	6.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**750.00**	**330.00**	**540.00**	**1,620.00**	**73.00**

ASSOCIATE OF SCIENCE IN RADIOLOGIC TECHNOLOGY (ASRT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This is a selective admission, limited-enrollment program that prepares students with the necessary skills and academic knowledge for entry-level positions as a radiologic technologist in a clinic or hospital setting. The courses are progressive, with successive courses building on preceding courses. The successful completion of each course, in sequence and with a program GPA of 2.50 or higher, is required. Students will learn the theory and principles of radiation production, radiographic techniques, and the fundamentals of patient care through the combination of lectures, textbooks, slides, videos, handouts, practice in the on-campus lab, and actual clinical participation. Students completing the program will be eligible to take the national registry exam offered by the ARRT and the state licensure exam.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Provide basic patient care and education concerning radiographic procedures.
2. Understand radiographic terminology, especially as it relates to radiographic procedures and reports.
3. Make ethical decisions in the delivery of healthcare.
4. Understand the principles of radiation.
5. Understand the structure and function of the human body in health and pathological states, including how radiation is utilized in diagnosis and treatment of pathological conditions.
6. Establish a basic knowledge of atoms, radiation, x-ray production, and photon interactions with matter.
7. Understand and apply basic principles of radiation safety for radiographers, patients, and the public.
8. Understand the basic concepts of pharmacology, including the basic techniques of administering diagnostic contrast agents and intravenous medications.
9. Perform basic radiographic procedures, including proper positioning to ensure diagnostic imaging, and produce, record, and analyze radiological images.
10. Utilize various types of radiographic equipment, including radiographic, fluoroscopic, mobile, and tomographic equipment.
11. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, radiologic technologist.

PROGRAM CONTENT

A minimum of 76.00 semester credit hours is required for graduation.

REQUIRED SUPPORT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AS 144	Medical Terminology	None	1.00

REQUIRED COURSES

All courses, 47.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
RT 102	Introduction to Radiography	SC 245 and SC 245L	3.00
RT 107	Methods of Patient Care	SC 245 and SC 245L	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
RT 112	Principles of Radiography I	MA 107, RT 102 and RT 107	3.00
RT 115	Radiographic Procedures I	SC 245 and SC 245L/ Corequisite RT 115L	2.00
RT 115L	Radiographic Procedures I Lab	SC 245 and SC 245L/ Corequisite RT 115	1.00
RT 122	Principles of Radiography II	RT 112	4.00
RT 131	Radiographic Procedures II	RT 102 and RT 115 and RT 115L/ Corequisite RT 131L	2.00
RT 131L	Radiographic Procedures II Lab	RT 102 and RT 115 and RT 115L/ Corequisite RT 131	1.00
RT 135	Radiologic Clinical Education I	RT 115 and RT 115L	3.00
RT 146	Radiologic Clinical Education II	RT 135	3.00
RT 156	Radiologic Clinical Education III	RT 146	3.00
RT 230	Radiographic Procedures III	RT 131 and RT 131L/ Corequisite RT 230L	2.00
RT 230L	Radiographic Procedures III Lab	RT 131 and RT 131L/ Corequisite RT 230	1.00
RT 255	Radiologic Pathology	RT 122, RT 230, and RT 230L	2.00
RT 260	Cross-Sectional Anatomy	RT 102 and RT 122	2.00
RT 267	Radiologic Clinical Education IV	RT 156	3.00
RT 277	Radiologic Clinical Education V	RT 267	3.00
RT 295	Radiography Review	Final semester	3.00
RT 297	Radiologic Clinical Education VI	RT 277	3.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the Radiologic Technology program:

- Anatomy and Physiology I and Anatomy and Physiology I Lab
- Anatomy and Physiology II and Anatomy and Physiology II Lab

All other general education courses must be passed with a grade of D (60%) or better to be continued in the Radiologic Technology program.

A student who is dropped from the program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the Radiologic Technology program in a future cycle.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 26.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours of Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition or Literature
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 26.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
AS 144	15.00			15.00	1.00
RT 102	45.00			45.00	3.00
RT 107	45.00			45.00	3.00
RT 112	45.00			45.00	3.00
RT 115	30.00			30.00	2.00
RT 115L		30.00		30.00	1.00
RT 122	60.00			60.00	4.00
RT 131	30.00			30.00	2.00
RT 131L		30.00		30.00	1.00
RT 135			135.00	135.00	3.00
RT 146			135.00	135.00	3.00
RT 156			135.00	135.00	3.00
RT 230	30.00			30.00	2.00
RT 230L		30.00		30.00	1.00
RT 255	30.00			30.00	2.00
RT 260	30.00			30.00	2.00
RT 267			135.00	135.00	3.00
RT 277			135.00	135.00	3.00
RT 295	45.00			45.00	3.00
RT 297			135.00	135.00	3.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Mathematics (College Algebra or Above)	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**795.00**	**150.00**	**810.00**	**1,755.00**	**76.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN SOFTWARE DEVELOPMENT (ASSD/AASSD)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students with the necessary academic knowledge and technical competencies for entry-level positions in the computer information systems and software development industry. These career opportunities may be in areas such as computer programming, desktop and distributed application design and development, database application design and development, and end-user support.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate the ability to define, evaluate, recommend, and apply appropriate information solutions to a range of programming methods and languages to formulate business solutions.
2. Demonstrate proficiency in designing and developing software solutions utilizing knowledge of operating systems, programming languages, and networking systems.
3. Demonstrate the ability to write clear and concise technical reports and business communications in a variety of environments.
4. Demonstrate the ability to design and implement database solutions to meet organizational needs.
5. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, application software development, systems software developer, and software quality assurance engineer/tester.

PROGRAM CONTENT

A minimum of 61.00 semester credit hours is required for graduation.

REQUIRED COURSES IN SOFTWARE DEVELOPMENT

All courses, 29.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 103	Programming Logic	None	4.00
IS 109	Object-Oriented Programming 1	IS 103	4.00
IS 112	Computer Networks	IS 102	4.00
IS 182	Database Concepts and Applications I	IS 103	3.00
IS 185	Computer Architecture and Troubleshooting I	None	4.00
IS 207	Object-Oriented Programming 2	IS 109	4.00
IS 210	Discrete Structures for Computer Science	IS 103 and MA 107	3.00
IS 272	Introduction to Computer Security	IS 112	3.00

OPEN ELECTIVE COURSES

A minimum of 6.00 semester credit hours is required. IS 165 may not be taken to satisfy this requirement. Note: Online students in some states may not be allowed to take the IS 294 Career Internship due to state restrictions.

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Science or Humanities With a Critical Thinking Focus **▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the state of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASSD program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students taking the IS 294 Internship must also take PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN SURGICAL TECHNOLOGY (ASST/AASST)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Surgical Technology program is designed to provide students with the skills necessary to function in the operating room or as an important member of the surgical team along with surgeons, nurses, and other medical personnel to ensure proper surgical care before, during, and after a surgical procedure. Each student will be prepared for entry-level surgical technology positions in the operating room or surgical setting.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate knowledge of pre-operative, intra-operative, and post-operative surgical case management.
2. Understand the role and responsibility of a surgical technologist with patient focus.
3. Communicate and interact effectively within the surgical environment.
4. Demonstrate critical thinking.
5. Incorporate the concepts of general education in analysis and decision making.
6. Demonstrate knowledge of new technology including basic components and mechanisms in robotics, lasers, and laparoscopic technology.
7. Promote the profession by integration of standards through education and national certification (NBSTSA).
8. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, surgical technologist.

PROGRAM CONTENT

A minimum of 65.00 semester credit hours is required for graduation.

REQUIRED SUPPORT COURSE

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00

REQUIRED SURGICAL TECHNOLOGY COURSES

All courses, 33.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
ST 102	Introduction to Surgical Technology	HC 115, SC 165, SC 165L, and Anatomy and Physiology With Lab/ Corequisites ST 102L and ST 111	2.00
ST 102L	Introduction to Surgical Technology Lab	HC 115, SC 165, SC 165L, and Anatomy and Physiology With Lab/ Corequisites ST 102 and ST 111	2.00
ST 111	Surgical Pharmacology	HC 115, SC 165, SC 165L, and Anatomy and Physiology With Lab/ Corequisites ST 102 and ST 102L	2.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
ST 211L	Surgical Principles and Practice I	ST 102, ST 102L and ST 111/ Corequisite ST 220	2.00
ST 220	Surgical Procedures I	ST 102, ST 102L and ST 111/ Corequisite ST 211L	4.00
ST 231L	Surgical Principles and Practice II	ST 211L and ST 220/Corequisite ST 240	2.00
ST 240	Surgical Procedures II	ST 211L and ST 220/Corequisite ST 231L	4.00
ST 251	Clinical Practicum I	ST 231L and ST 240	6.00
ST 261	Clinical Practicum II	ST 251/Corequisite ST 270	6.00
ST 270	Surgical Technology Examination Preparation	ST 251/Corequisite ST 261	3.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the Surgical Technology program:

- Anatomy and Physiology With Lab
- General Microbiology With Lab

All other general education courses must be passed with a grade of D (60%) or better to be continued in the Surgical Technology program.

A student who is dropped from the program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the Surgical Technology program in a future cycle.

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's program must complete a minimum of 28.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hour in Information Literacy
3.00 Semester Credit Hours in Microbiology With Lab
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 28.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
ST 102	30.00			30.00	2.00
ST 102L		60.00		60.00	2.00
ST 111	30.00			30.00	2.00
ST 211L		60.00		60.00	2.00
ST 220	60.00			60.00	4.00
ST 231L		60.00		60.00	2.00
ST 240	60.00			60.00	4.00
ST 251			270.00	270.00	6.00
ST 261			270.00	270.00	6.00
ST 270	45.00			45.00	3.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Computer Applications	60.00			60.00	4.00
English Composition or Literature	45.00			45.00	3.00
Humanities With a Critical Thinking Focus	45.00			45.00	3.00
Information Literacy	15.00			15.00	1.00
Microbiology With Lab	30.00	30.00		60.00	3.00
Personal/Professional Development	30.00			30.00	2.00
Social or Behavioral Science	45.00			45.00	3.00
Speech	45.00			45.00	3.00
Totals	**660.00**	**270.00**	**540.00**	**1,470.00**	**65.00**

ASSOCIATE OF SCIENCE/APPLIED SCIENCE IN TECHNOLOGY STUDIES (ASTS/AASTS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students who have a solid grounding in a technology discipline, gained from completing the coursework in one or more diploma or certificate programs in that discipline, with the general education component of an associate degree to become a well-rounded graduate.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Apply technology skills acquired from prior study to address workplace challenges.
2. Think critically, both conceptually and by using mathematical analysis, in a technology setting.
3. Write and speak effectively in a technology environment.
4. Use basic computer applications typical in a technology facility.
5. Understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, first-line supervisor of production and operating workers. Potential entry-level job titles will vary with the discipline of the prior technology diploma or certificate transferred into the program.

PROGRAM CONTENT

A minimum of 60.00 semester credit hours, including transfer credits, is required for graduation.

REQUIRED TECHNOLOGY COURSES

Students must complete at least 34.00 semester credit hours of courses in technology. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 34.00 semester credit hours required may be made up with additional technology courses. *Note: General education transfer credits are applied under general education.*

Certificate or diploma programs from which technology courses may be accepted include, but are not limited to, the following:

- Cisco Certified Network Associate
- Cloud Infrastructure and Virtualization
- CompTIA A+
- Microsoft Certified Solutions Associate

HERZING UNIVERSITY TECHNOLOGY TRANSFER CORE COURSES

The courses below will transfer into this Associate of Science/Applied Science in Technology Studies program. Selection or transfer of courses not included on this list will be in consultation and with the approval of the student's academic advisor.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 112	Computer Networks	IS 102 (or test out)	4.00
IS 185	Computer Architecture and Trouble Shooting I	None	4.00
IS 186	Computer Architecture and Trouble Shooting II	IS 185	4.00
IS 284	Routers and Switches I	IS 112 or IS 185 (or test out)	4.00
IS 286	Routers and Switches II	IS 284	4.00
IS 289	Applied Routers and Switches	IS 286	4.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IT 231	CompTIA A+ Competency Workshop	IS 102 and IS 186	4.00
IT 232	MSCA Competency Workshop	NT 180, NT 200, and NT 210	4.00
IT 233	CCNA Competency Workshop	IS 289	4.00
IT 366	Cloud Computing	NT 305	4.00
IT 380	Cloud Computing and Virtualization Competency Workshop	IT 366 and NT 315	4.00
NT 180	Network and Server Operating Systems	IS 112 or IS 186 (or test out)	4.00
NT 200	Network Infrastructure Administration	NT 180	4.00
NT 210	Directory Services Administrator	NT 180	4.00
NT 305	Virtualization	NT 200 (or test out)	4.00
NT 315	Designing Network Security	NT 200 (or test out)	4.00

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications ◆
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives ◆
1.00 Semester Credit Hour in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus ** ▲ ◆
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

▲ Students in the State of Georgia must take a science course to fulfill this requirement.

◆ The state of Minnesota requires a minimum of 20.00 semester credit hours of general education for associate's degrees, not counting computer applications. However, all Herzing University students in the AASTS program must complete a minimum of 24.00 semester credit hours in general education, including computer applications, to complete the requirement for graduation from this associate's degree program. Minnesota students must complete at least 2.00 semester credit hours of general education in the humanities.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF SCIENCE IN THERAPEUTIC MASSAGE (ASTMT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This transfer program provides students who have a solid grounding in a therapeutic massage discipline, gained from completing a diploma program in that discipline, with the general education component of an associate degree to become a well-rounded graduate. This program will prepare students to pass the National Certification Examination for Therapeutic Massage and Bodywork, as well as any other required state or national certifications, after which graduates will be qualified for entry-level work in spas, health clubs, gyms, cruise ships, and medical offices, or they could become self-employed by going into private practice.

PROGRAM OBJECTIVES

Upon completion of this program, the graduate should be able to:

1. Demonstrate knowledge and understanding of human anatomy and physiology in order to understand the principles and benefits of massage, to effectively discuss massage issues with clients, and to communicate client health issues with other healthcare professionals when required.
2. Understand clinical pathology, and recognize conditions, indications, and contraindications for massage applications in order to provide safe and beneficial service to the client.
3. Utilize theory and application of massage therapy and bodywork and the application of appropriate methodologies in a safe and beneficial manner for the practitioner and the client.
4. Demonstrate the ability to apply ethical and business practices and professional standards in a therapeutic massage environment.
5. Demonstrate knowledge and understanding of kinesiology in order to understand the principles and benefits of massage therapy strategies and modalities to affect the integrity of soft tissues and their effects of joint mobility.
6. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, massage therapist.

PROGRAM CONTENT

A minimum of 70.00 semester credit hours is required for graduation.

REQUIRED CORE THERAPEUTIC MASSAGE COURSES

Students who have completed a diploma in therapeutic massage of at least 705.00 clock hours will be awarded 39.00 semester credit hours. Selection or transfer of courses will be in consultation and with the approval of the student's academic advisor. Any resulting deficiency in the total of 39.00 semester credit hours required may be made up with addition therapeutic massage courses. *Note: General education transfer credits are applied under general education.*

GENERAL EDUCATION REQUIREMENTS

Students enrolled in this associate degree must complete a minimum of 29.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

8.00 Semester Credit Hours in Anatomy and Physiology With Lab ▲
4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in Humanities With a Critical Thinking Focus **
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

▲ Students in the Herzing University therapeutic massage diploma program must complete 150.00 clock hours in anatomy and physiology. These clock hours will be applied toward the 8.00 semester credit hours of anatomy and physiology with lab requirement above.

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 29.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

ASSOCIATE OF SCIENCE IN WIND ENERGY TECHNOLOGY (ASWET)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program will develop a strong foundation in the knowledge and skills needed by the graduates to qualify them for entry into an exciting, dynamic career as a wind energy technician. The program covers industrial safety, applied wind energy physics, energy production from wind, and wind energy maintenance. The program also covers DC and AC electricity, motors and generators, fluid power, programmable logic controllers, and basic mechanics. The program contains general education courses that enhance critical thinking and verbal and written communications skills, providing a well-rounded wind energy technology graduate.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Describe the operation, application, and proper use of test equipment used in electrical technology.
2. Demonstrate the ability to use principles of electrical technology to test, analyze, and troubleshoot electrical and electronic circuits.
3. Explain the physics of wind energy production and how a wind turbine creates electrical energy from wind.
4. Explain the various types of physical loads and structural stress on wind energy structures.
5. Categorize and describe potential safety hazards when working on wind turbines and in the wind energy business.
6. Describe the operation, application, and proper use of safety equipment used in electrical technology and wind energy production.
7. Describe the principles and operation of fluid power devices used in wind energy production.
8. Describe the components and operation of programmable logic controllers used in wind energy production.
9. Explain the importance of and procedures for maintenance and inspection of wind turbine components, both internal and external.
10. Think critically, both conceptually and by using mathematical analysis, write and speak effectively, use basic computer applications, and understand human behavior in the context of the greater society.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Additional Admission Acknowledgements for Wind Energy Technology" policy in the Admissions Information section of this catalog for Wind Energy Technology program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, wind turbine technician.

PROGRAM CONTENT

A minimum of 62.00 semester credit hours is required for graduation.

REQUIRED COURSES

36.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AE 100	Introduction to Alternative Energy	None	3.00
AE 120	Introduction to Wind Energy	None	3.00
AE 200	Wind Turbine Fundamentals	AE 120	3.00
AE 220	Wind Turbine Maintenance	AE 200	3.00
AE 395	Wind Energy Lab/Boot Camp	AE 220	3.00
EE 111	Electricity and Test Equipment	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EE 121	DC Fundamentals	EE 111	3.00
EE 131	AC Fundamentals	EE 121	3.00
IN 130	Hydraulic and Pneumatic Systems	None	3.00
IN 200	Industrial Electricity	EE 131	3.00
IN 211	Programmable Logic Controllers	EE 111	3.00
MA 115	Applied Mathematics for the Trades	MA 090 or test-out	3.00

REQUIRED COURSES IN GENERAL EDUCATION

Students enrolled in this associate's degree must complete a minimum of 24.00 semester credit hours in general education distributed among the following disciplines. Refer to the General Education section of the catalog for Herzing University courses that would satisfy these requirements. *

4.00 Semester Credit Hours in Computer Applications
3.00 Semester Credit Hours in English Composition
3.00 Semester Credit Hours in General Education Electives
1.00 Semester Credit Hours in Information Literacy
4.00 Semester Credit Hours in Mathematics (College Algebra or Above)
3.00 Semester Credit Hours in Natural Science or Humanities With a Critical Thinking Focus **
3.00 Semester Credit Hours in Social or Behavioral Science
3.00 Semester Credit Hours in Speech

* Transfer students may transfer courses that are within 1.00 semester credit hour of the courses listed above to meet these discipline requirements. Any resulting deficiency in the total of 24.00 semester credit hours required in general education may be made up with general education electives from any of the listed disciplines.

** A course with a critical thinking focus would be a course that addresses the theories and application of critical analysis with an emphasis on developing sequential reasoning skills. Examples may be courses in critical thinking, philosophy, logic, or science.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

UNDERGRADUATE PROGRAMS OF STUDY

Diploma and Certificate Programs

Omaha Campus Therapy Massage Students

New Orleans Campus—Surgical Technology Students

DIPLOMA IN BOOKKEEPING AND PAYROLL ACCOUNTING (DBPA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Diploma in Bookkeeping and Payroll Accounting program provides students with an introductory understanding of general and payroll accounting practices and the skills needed to set up and maintain basic accounting and payroll records in typical business settings.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Read and understand financial statements and accounts used in business decision making.
2. Maintain basic manual and computerized accounting records.
3. Create and maintain computerized spreadsheets to assist business managers in decision making.
4. Create and maintain payroll records in common business settings.
5. Produce financial reports, both manually and by using accounting database programs.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, bookkeeping, accounting, and auditing clerk and payroll and timekeeping clerk.

PROGRAM CONTENT

A minimum of 25.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 23.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AC 107	Accounting I	IS 102	3.00
AC 110	Payroll Accounting	AC 107	3.00
AC 216	Accounting II	AC 107	3.00
BU 106	Introduction to Management	None	3.00
IS 102	Computers and Application Software	None	4.00
IS 160	Spreadsheets	IS 102	4.00
MA 175	Business Mathematics	None	3.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

DIPLOMA IN CHIROPRACTIC TECHNICIAN (DCT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This diploma program prepares students with the necessary skills and academic knowledge for an entry-level position as a chiropractic technician. The foundation for a career as a chiropractic technician is based in the chiropractic management modalities, business skills, and an understanding of anatomy and physiology. Chiropractic technicians will develop an awareness of the integrated relationship between the doctor of chiropractic, the chiropractic technician, and the patient as part of the therapeutic encounter. The curriculum is made up of instruction in subjects necessary for students to succeed as chiropractic technicians and emphasizes and reinforces the need to provide the highest quality service to patients.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Demonstrate competence in anatomy and physiology, as it pertains to the chiropractic technician.
2. Establish proficiency in ethical practices, office procedures, and managing financial accounts and patient documentation.
3. Demonstrate competence in wellness and patient education.
4. Display capability in clinical assessment assistance, including the ability to perform a basic examination procedure and administer therapeutic modalities.
5. Exhibit how to operate equipment and complete radiographic imaging.
6. Demonstrate proficiency in the clinical practicum.
7. Display the qualities of the Herzing P.R.I.C.E. of Success (professionalism, respect, integrity, caring, and engagement) model.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, chiropractic technician and chiropractic assistant.

PROGRAM CONTENT

A minimum of 44.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 42.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
CT 120	Introduction to Chiropractic Foundations and Philosophy	None	3.00
CT 160	Chiropractic Office Procedures and Insurance Claims	None	3.00
CT 170	Chiropractic Radiographic Dynamics	None	3.00
CT 175	Chiropractic Radiographic Positioning	CT 120 and CT 170	3.00
CT 180	Chiropractic Office Procedures Internship	CT 160 and PD 214	2.00
CT 190	Chiropractic Physiologic Therapeutics	CT 120	3.00
CT 270	Chiropractic Examination and Patient Education	CT 120	3.00
CT 280	Chiropractic Radiographic and Physiologic Therapeutics	CT 175 and CT 190	4.00
CT 290	Chiropractic Insurance Application Internship	CT 160 and PD 214	3.00
HU 225	Fundamentals of Healthcare Law and Ethics	None	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
SC 125	Anatomy and Physiology for Therapeutic Massage I	None/Corequisite SC 125L	3.00
SC 125L	Anatomy and Physiology for Therapeutic Massage I Lab	None/Corequisite SC 125	1.00
SC 225	Anatomy and Physiology for Therapeutic Massage II	None/Corequisite SC 225L	3.00
SC 225L	Anatomy and Physiology for Therapeutic Massage II Lab	None/Corequisite SC 225	1.00
TN 120	Massage Theory and Practice I	None	4.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
CT 120	45.00			45.00	3.00
CT 160	45.00			45.00	3.00
CT 170	30.00	30.00		60.00	3.00
CT 175	30.00	30.00		60.00	3.00
CT 180	15.00		45.00	60.00	2.00
CT 190	30.00	30.00		60.00	3.00
CT 270	30.00	30.00		60.00	3.00
CT 280	30.00		90.00	120.00	4.00
CT 290	15.00		90.00	105.00	3.00
HU 225	45.00			45.00	3.00
SC 125	45.00			45.00	3.00
SC 125L		30.00		30.00	1.00
SC 225	45.00			45.00	3.00
SC 225L		30.00		30.00	1.00
TN 120	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**495.00**	**180.00**	**225.00**	**900.00**	**44.00**

CERTIFICATE IN CISCO CERTIFIED NETWORK ASSOCIATE (CCCNA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides the student with a comprehensive overview of using routers and switches effectively in a Cisco-based computer network environment. The program also prepares the student to take the examinations necessary to achieve the Cisco Certified Network Associate certification.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Use industry standard switches and routers in multi-protocol internetworks.
2. Demonstrate knowledge of router and switching components, configuration, and operation.
3. Operate a Cisco-based computer network in compliance with industry standards.
4. Pass the examinations leading to the Certified Network Associate (CCNA) certification.

SPECIAL ADMISSION REQUIREMENTS

Applicants must pass a computer skills test administered by the campus Admissions Department before enrolling in this certificate program.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 16.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 284	Routers and Switches I *	IS 112 or IS 185 (or test out)	4.00
IS 286	Routers and Switches II *	IS 284	4.00
IS 289	Applied Routers and Switches *	IS 286	4.00
IT 233	CCNA Competency Workshop *	IS 289	4.00

* For ease of scheduling, 4-credit courses may be divided into two 2-credit courses with part of the course being covered in an online web "W" section and the other part of the course being covered in a lab "L" section (i.e., IS 284W and IS 284L).

CERTIFICATE IN CLOUD INFRASTRUCTURE AND VIRTUALIZATION (CCIV)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides the student with a comprehensive overview of cloud computing infrastructure, virtualization, and security. This program also prepares the student to take the examinations necessary to achieve the Cloud Infrastructure and Services Associate (EMCCIS) certification and the VMware Certified Professional 5—Data Center Virtualization (VCP5-DCV) certification.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Apply cloud computing principles, architectures, and implementation to meet networking needs.
2. Utilize computer operating system virtualization concepts and practices to meet practical project requirements.
3. Analyze business requirements for resources security and design security solutions to meet business network needs.
4. Pass the examinations leading to the Cloud Infrastructure and Services Associate (EMCCIS) certification and the VMware Certified Professional 5—Data Center Virtualization (VCP5-DCV) certification.

SPECIAL ADMISSION REQUIREMENTS

Applicants must pass a computer skills test administered by the campus Admissions Department before enrolling in this certificate program.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 16.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IT 366	Cloud Computing *	NT 305	4.00
IT 380	Cloud Computing and Virtualization Competency Workshop *	IT 366 and NT 315	4.00
NT 305	Virtualization *	NT 200 (or test out)	4.00
NT 315	Designing Network Security *	NT 200 (or test out)	4.00

* For ease of scheduling, 4-credit courses may be divided into two 2-credit courses with part of the course being covered in an online web "W" section and the other part of the course being covered in a lab "L" section (i.e., IS 366W and IS 366L).

CERTIFICATE IN COMPTIA A+ (CCA+)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides the student with a comprehensive overview of computer office applications, computer architecture, computer troubleshooting, and computer repair skills. This program also prepares the student to take the examinations necessary to achieve the CompTIA A+ certification.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Demonstrate proficiency using office productivity software including operating systems, browsers, word processing, spreadsheets, e-mail, and presentation software.
2. Understand the function and purpose of computer components and peripheral hardware and software.
3. Use the knowledge gained to troubleshoot and repair computers and computer peripherals.
4. Pass the examinations leading to the CompTIA A+ certification.

SPECIAL ADMISSION REQUIREMENTS

Applicants must pass a computer skills test administered by the campus Admissions Department before enrolling in this certificate program.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 16.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 112	Computer Networks *	IS 102 (or test out)	4.00
IS 185	Computer Architecture and Trouble Shooting I *	None	4.00
IS 186	Computer Architecture and Trouble Shooting II *	IS 185	4.00
IT 231	CompTIA A+ Competency Workshop *	IS 102 and IS 186	4.00

* For ease of scheduling, 4-credit courses may be divided into two 2-credit courses with part of the course being covered in an online web "W" section and the other part of the course being covered in a lab "L" section (i.e., IS 112W and IS 112L).

DIPLOMA IN DENTAL ASSISTING (DDA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The goal of the dental assisting program is to train the student to become a productive member of the dental health team. This includes preparing the student for a variety of duties performed by the dental assistant in the contemporary dental office, including chairside assisting, laboratory procedures, administrative duties, and expanded functions. Our ultimate goal is to prepare students to successfully gain entry-level employment as a dental assistant.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Identify and prepare instruments, materials, and treatment rooms for a variety of dental procedures as well as perform chairside techniques utilizing current concepts of dental assisting.
2. Demonstrate the ability to perform expanded functions, and expose, process, and evaluate radiographs with knowledge appropriate for an entry-level position as a dental assistant.
3. Demonstrate the knowledge to perform laboratory procedures and operate dental equipment utilized in laboratory settings.
4. Demonstrate effective communication skills utilizing dental terminology as related to patient care, and apply the knowledge required to maintain records and handle general business office procedures.
5. Demonstrate the knowledge of concepts of first aid and proper management techniques as applied to medical emergencies in the dental practice.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, dental assistant.

PROGRAM CONTENT

A minimum of 47.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 45.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DS 101	Chairside Assisting I	None	4.00
DS 102	Preclinical Dental Assisting	None	4.00
DS 105	Dental Communications	None	1.00
DS 107	Dental Materials	None	3.00
DS 108	Dental Science	None	4.00
DS 110	Expanded Functions I	DS 101	4.00
DS 116	Radiology	DS 101, DS 102, DS 108, DS 110 and current CPR certification	5.00
DS 119	Advanced Expanded Functions	DS 101, DS 102, DS 108, DS 110 and current CPR certification/Corequisite DS 119L (MN) or DS 120 (OH)	2.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
DS 119L or DS 120	Advanced Expanded Functions Lab (Minnesota students only) or Clinical Applications (Ohio students only)	DS 101, DS 102, DS 108 and DS 110/ Corequisite DS 119	2.00
DS 152	Chairside Assisting II	DS 101, DS 102, and DS 108	5.00
DS 204	Dental Management	DS 101 and DS 105	2.00
DS 207	Dental Ethics and Jurisprudence	DS 101 and DS 105	2.00
DS 294	Dental Assisting Internship *	Final semester, PD 214, and current CPR certification	7.00

* *The student must have a program grade point average (PGPA) of 2.00 or above to continue in the program.*

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required in addition to PD 214.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
DS 101	45.00	30.00		75.00	4.00
DS 102	60.00			60.00	4.00
DS 105	15.00			15.00	1.00
DS 107	30.00	30.00		60.00	3.00
DS 108	60.00			60.00	4.00
DS 110	45.00	30.00		75.00	4.00
DS 116	60.00	30.00		90.00	5.00
DS 119	30.00			30.00	2.00
DS 119L (Minnesota) DS 120 (Ohio)		60.00		60.00	2.00
DS 152	60.00	30.00		90.00	5.00
DS 204	15.00	30.00		45.00	2.00
DS 207	30.00			30.00	2.00
DS 294			315.00	315.00	7.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**480.00**	**240.00**	**315.00**	**1,035.00**	**47.00**

CERTIFICATE IN EMERGENCY MEDICAL TECHNICIAN—BASIC (CEMTB)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The EMT-B is trained in basic life-support procedures and performs limited invasive (advanced) skills. This program emphasizes the development of student skills in patient assessment and examination, the recognition of signs and symptoms of illness or injury, and the use of proper procedures when rendering basic emergency care. General topics covered include human anatomy and physiology, bleeding and shock, emergency childbirth, airway management, splinting of fractures and dislocations, medical emergencies, and movement of patients. The intent of the program is to provide the student with the knowledge and skills to assess and manage life-threatening injury and illness and provide transport to medical facilities. Clinical experience is an integral part of the program. Graduates will be eligible to write the EMT-Basic licensure exam administered by the National Registry of Emergency Medical Technicians.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate knowledge of the healthcare delivery system, and incorporate the role of the emergency medical technician into the system.
2. Provide accurate patient assessments in chronic and acute settings.
3. Identify the needs of diverse populations in regard to socioeconomic, cultural, and life-span issues.
4. Provide basic life support for emergencies including, but not limited to, trauma, cardiac, and other medical emergencies.
5. Meet the academic requirements to be eligible to apply and sit for the EMT-Basic licensure exam administered by the National Registry of Emergency Medical Technicians.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, emergency medical technician and paramedic.

PROGRAM CONTENT

A minimum of 11.00 semester credit hours is required for graduation.

REQUIRED COURSES IN EMT

All courses, 10.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EM 116	EMT Basic Theory and Lab	None/Corequisite EM 117	9.00
EM 117	EMT Basic Clinical	None/Corequisite EM 116	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EM 116	120.00	30.00		150.00	9.00
EM 117			45.00	45.00	1.00
Personal/Professional Development	15.00			15.00	1.00
Totals	**135.00**	**30.00**	**45.00**	**210.00**	**11.00**

CERTIFICATE IN EMERGENCY MEDICAL TECHNICIAN—ADVANCED (CEMTA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This advanced emergency medical technician program will cover the roles and responsibilities of an advanced EMT within an EMS system, applying the basic concepts of development, pathophysiology, and limited pharmacology to assess and manage patients with emergency medical needs. The student will learn how to maintain a patient's airway, oxygenate and ventilate a patient, be able to take a proper history, and perform a comprehensive physical exam. Students will be able to properly administer limited medications and communicate effectively with other healthcare providers, including physicians, nurses, and other allied health personnel. Students will also be able to integrate pathophysiology principles, assessment findings, and critical thinking skills to formulate a field impression and implement a treatment plan for trauma and medical patients of all ages. Graduates will be eligible to write the National Registry of Emergency Medical Technicians Examination.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate knowledge of the healthcare delivery system, and incorporate the role of the advanced emergency medical technician (AEMT) into the system.
2. Provide accurate patient assessments in chronic and acute settings.
3. Recognize the needs of diverse populations in regard to socioeconomic, cultural, and life-span issues.
4. Provide basic life support and specific advanced procedures for emergencies including, but not limited to, trauma, cardiac, and other medical emergencies.
5. Meet the academic requirements to be eligible to apply and sit for the Advanced EMT Licensure Examination administered by the National Registry of Emergency Medical Technicians.

SPECIAL ADMISSION REQUIREMENTS

Students must have a current EMT Basic Licensure to enroll in this certificate.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, emergency medical technician and paramedic.

PROGRAM CONTENT

A minimum of 10.00 semester credit hours is required for graduation.

REQUIRED COURSES IN EMT

All courses, 10.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EM 202	Advanced Emergency Technician	EM 116 and EM 117 (or EMT Basic Licensure)/Corequisite EM 202C	8.00
EM 202C	Advanced Emergency Medical Technician Clinical	EM 116 and EM 117 (or EMT Basic Licensure)/Corequisite EM 202	2.00

Course Number	Lecture	Clinical	Total Clock Hours	Credits
EM 202	120.00		120.00	8.00
EM 202C		90.00	90.00	2.00
Totals	**120.00**	**90.00**	**210.00**	**10.00**

DIPLOMA IN EMERGENCY MEDICAL TECHNICIAN—PARAMEDIC (DEMTP)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The Emergency Medical Technician—Paramedic program will cover the roles and responsibilities of a paramedic within an EMS system, applying the basic concepts of development, pathophysiology, and pharmacology to assess and manage patients with emergency medical needs. The student will learn how to maintain a patient's airway, oxygenate and ventilate a patient, be able to take a proper history, and perform a comprehensive physical exam. Students will be able to properly administer medications and communicate effectively with other healthcare providers including physicians, nurses, and other allied health personnel. Students will also be able to integrate pathophysiology principles, assessment findings, and critical thinking skills to formulate a field impression and implement a treatment plan for trauma and medical patients of all ages. Graduates will be eligible to write the EMT-Paramedic licensure examination administered by the National Registry of Emergency Medical Technicians.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate knowledge of the healthcare delivery system, and incorporate the role of the emergency medical technician into the system.
2. Provide accurate patient assessments in chronic and acute settings.
3. Recognize the needs of diverse populations in regard to socioeconomic, cultural, and life-span issues.
4. Provide basic life support for emergencies including, but not limited to, trauma, cardiac, and other medical emergencies.
5. Apply ethical and legal concepts to the practice of the EMT-Paramedic.
6. Promote health and wellness that facilitate positive growth and development.
7. Describe the considerations that should be given to using escorts, adverse environmental conditions, using lights and siren, proceeding through intersections, and parking at an emergency scene.
8. Describe the problems that a paramedic might encounter in a hostile situation and the techniques used to manage the situation.
9. Demonstrate the use of protective equipment appropriate to the environment and scene.
10. Meet the requirements and preparation to be eligible to apply and sit for the EMT-Paramedic licensure exam administered by the National Registry of Emergency Medical Technicians.

SPECIAL ADMISSION REQUIREMENTS

To be admitted to this program, the student must meet the following criteria:

- Have a valid CPR certification
- Meet the state requirements for a completed criminal background and credit check
- Provide verification of required immunizations
- Sign an Essential Function Form

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, emergency medical technician and paramedic.

PROGRAM CONTENT

A minimum of 58.00 semester credit hours is required for graduation.

REQUIRED COURSES IN EMT

All courses, 57.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EM 189	Paramedic Anatomy and Physiology	None/Corequisite EM 189L	3.00
EM 189L	Paramedic Anatomy and Physiology Lab	None/Corequisite EM 189	1.00
EM 191	Paramedic Preparation	EM 189 and EM 189L	2.00
EM 192	Paramedic Operations	EM 189 and EM 189L	3.00
EM 193	Patient Assessment and Management	EM 192	3.00
EM 194	Paramedic General Pharmacology	EM 189 and EM 189L	2.00
EM 195	Advanced Trauma Management	EM 194/Corequisite EM 207	6.00
EM 196	Cardiovascular Electrophysiology	EM 195	3.00
EM 197	Medical Patient Management I	EM 195 and EM 196	3.00
EM 201	Medical Patient Management II	EM 195	6.00
EM 202	Advanced Emergency Medical Technician	EM 116 and EM 117 (or EMT Basic Licensure)/Corequisite EM 202C)	8.00
EM 202C	Advanced Emergency Medical Technician Clinical	EM 116 and EM 117 (or EMT Basic Licensure)/Corequisite EM 202C)	2.00
EM 203	Cardiovascular Patient Management	EM 196	3.00
EM 204	Transition to Paramedic Practice	EM 197	3.00
EM 205	Paramedic Terminal Competencies	EM 206	2.00
EM 206	Paramedic Field Preceptorship	EM 195 and EM 207	6.00
EM 207	Paramedic Team Leadership Preceptorship	EM 194/Corequisite EM 195	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EM 189	45.00			45.00	3.00
EM 189L		30.00		30.00	1.00
EM 191	30.00			30.00	2.00
EM 192	45.00			45.00	3.00
EM 193	45.00			45.00	3.00
EM 194	30.00			30.00	2.00
EM 195	15.00		225.00	240.00	6.00
EM 196	45.00			45.00	3.00
EM 197	45.00			45.00	3.00
EM 201	15.00		225.00	240.00	6.00
EM 202	120.00			120.00	8.00
EM 202C			90.00	90.00	2.00
EM 203	45.00			45.00	3.00
EM 204	45.00			45.00	3.00
EM 205	15.00	30.00		45.00	2.00
EM 206			270.00	270.00	6.00
EM 207			45.00	45.00	1.00
Personal/Professional Development	15.00			15.00	1.00
Totals	**555.00**	**60.00**	**855.00**	**1,470.00**	**58.00**

CERTIFICATE IN ENGLISH AS A SECOND LANGUAGE (CESL)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This developmental program is designed to enhance the English language proficiency of individuals who have deficiencies in speaking the English language fluently. The program uses a blended learning system which combines live classroom interactions with an instructor and other students with time spent learning on a computer.

PROGRAM OBJECTIVES

Upon completion of this program students should be able to demonstrate the ability to:

1. Learn English vocabulary using the 2,000 most frequent words in the English language and a large number of words from the academic word list.
2. Develop English skills in order to pursue higher education in an English-speaking university.
3. Develop basic interpersonal communication skills, including cognitively-challenging tasks such as comparing the features of various objects and talking about routines.
4. Speak the English language in realistic situations.
5. Practice tasks with their peers and an expert native-speaking instructor.
6. Communicate, in the English language, in order to meet employment, community, personal, and academic goals.

PROGRAM CONTENT

A minimum of 1,440 clock hours is required for completion.

REQUIRED COURSES

All courses, 1,440 clock hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
EL 081	Basic English Level 1	None	360.00
EL 082	Basic English Level 2	EL 081	360.00
EL 083	Basic English Level 3	EL 082	360.00
EL 084	Basic English Level 4	EL 083	360.00

Distribution of Clock Hours by Course				
Course Number	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**
EL 081		360.00		360.00
EL 082		360.00		360.00
EL 083		360.00		360.00
EL 084		360.00		360.00
Totals		**1,440.00**		**1,440.00**

DIPLOMA IN INSURANCE BILLING AND CODING SPECIALIST (DIBCS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The goal of this diploma program is to provide the student with a thorough understanding of the content of the medical record as well as extensive training in anatomy, physiology, disease processes, and medical terminology. This program will provide the student with the knowledge and understanding to analyze medical records and assign codes to classify diagnoses and procedures while applying the principles of professional and ethical conduct. The program will prepare the student for an entry-level position as a medical coder in a hospital, clinic, physician's office, or other healthcare facility.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate the ability to accurately create and enter data into different healthcare documents.
2. Read and understand medical documentation, diagnoses, and procedures, and ensure that documentation supports the diagnosis and procedures performed.
3. Apply knowledge of medical terminology, the disease process, anatomy and physiology, and pharmacology to analyze medical records and assign codes.
4. Apply knowledge of ICD and CPT format and inpatient and outpatient guidelines to assign codes and classify diagnoses and procedures.
5. Apply knowledge of billing and reimbursement, the prospective payment system, and fraud and abuse issues.
6. Select appropriate diagnosis and procedure codes for billing purposes.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical records and health information technicians and medical secretaries.

PROGRAM CONTENT

A minimum of 44.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 30.00 semester credit hours, are required.

Course Number	Course Name	Prerequisite/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MC 208	Program Review	Final semester and PGPA of 2.00	1.00
MC 271	Diagnosis Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 272	Procedure Coding I	(HC 115 or HI 221), MO 150, MO 150L, and Anatomy and Physiology With Lab	3.00
MC 273	Diagnosis Coding II	MC 271	3.00
MC 274	Procedure Coding II	MC 272	3.00
MO 110	Keyboarding	None	1.00
MO 111	Computer Software Applications in Healthcare	MO 110	3.00

Course Number	Course Name	Prerequisite/Corequisites	Semester Credit Hours
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/ Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00

REQUIRED ANATOMY AND PHYSIOLOGY WITH LAB

8.00 semester credit hours are required.

REQUIRED INTERNSHIP OR RESEARCH PROJECT

4.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MC 291	Insurance Billing and Coding Case Study Research Project	Final semester	4.00
MC 294 *	Insurance Billing and Coding Internship	Final semester, PGPA of 2.00, and PD 212	4.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required in addition to PD 212.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 212	Medical Billing and Coding Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
MC 208	15.00			15.00	1.00
MC 271	45.00			45.00	3.00
MC 272	45.00			45.00	3.00
MC 273	45.00			45.00	3.00
MC 274	45.00			45.00	3.00
MC 291 ▲	60.00 ▲			60.00 ▲	4.00
MC 294 ▲			180.00 ▲	180.00 ▲	
MO 110		30.00		30.00	1.00
MO 111	30.00	30.00		60.00	3.00
MO 150	30.00			30.00	2.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
Personal/Professional Development	30.00			30.00	2.00
Totals for Students Taking MC 291 ▲	**585.00**	**150.00**		**735.00**	**44.00**
Totals for Students Taking MC 294 ▲	**525.00**	**150.00**	**180.00**	**855.00**	**44.00**

DIPLOMA IN MEDICAL ASSISTING SERVICES (DMAS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

The introduction of students to the overall operation of the physician's office is the basic objective of this diploma program. Students are trained to assist the physician in the examination room, perform routine laboratory procedures, and handle financial records, correspondence, insurance forms, and other administrative functions. Our ultimate goal is to prepare students to successfully gain entry-level employment as a medical assistant.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate the ability to perform clinical assisting and laboratory procedures.
2. Demonstrate the ability to accurately create and enter data into different healthcare documents.
3. Apply legal concepts to the medical practice.
4. Communicate professionally with patients, coworkers, and providers.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical assistant.

PROGRAM CONTENT

A minimum of 43.00 semester credit hours is required for graduation.

TRANSFER COURSES

All courses, 25.00 semester credit hours, must be completed prior to admission into the Diploma in Medical Assisting Services. ▲ These courses may be completed as a non-degree seeking student or as a student in another program (such as the Diploma in Medical Office Administration.)

▲ This transfer course requirement does not apply to students at the Akron Campus who are enrolled in the Diploma in Medical Assisting Services program.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MO 110	Keyboarding	None	1.00
MO 111	Computer Software Applications in Healthcare	MO 110	3.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/ Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00
SC 105	Anatomy and Physiology I for Allied Health Professionals	None/Corequisite SC 105L	3.00
SC 105L	Anatomy and Physiology I Lab for Allied Health Professionals	None/Corequisite SC 105	1.00
SC 205	Anatomy and Physiology II for Allied Health Professionals	SC 105 and SC 105L/ Corequisite SC 205L	3.00
SC 205L	Anatomy and Physiology II Lab for Allied Health Professionals	SC 105 and SC 105L/ Corequisite SC 205	1.00

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MS 215	Medical Clinical Assisting I With Lab	MO 150, MO 150L, PD 216▲, and Anatomy and Physiology With Lab	5.00
MS 235	Medical Clinical Assisting II With Lab	MS 215	5.00
MS 280	Program Certification Review	All didactic coursework and PGPA of 2.00	2.00
MS 295	Externship	Final semester, PGPA of 2.00, PD 211, and a valid CPR certification	4.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required in addition to PD 211. Online students must also take PD 216.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 211	MA Externship Preparation	None	0.00
PD 216	MA Assisting Proctor Preparation ▲	None	0.00

▲ *PD 216 is only for students taking the program online.*

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Externship**	**Total Clock Hours**	**Credits**
HC 115	30.00			30.00	2.00
MO 110		30.00		30.00	1.00
MO 111	30.00	30.00		60.00	3.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
MS 215	45.00	60.00		105.00	5.00
MS 235	45.00	60.00		105.00	5.00
MS 280	30.00			30.00	2.00
MS 295			180.00	180.00	4.00
SC 105	45.00			45.00	3.00
SC 105L		30.00		30.00	1.00
SC 205	45.00			45.00	3.00
SC 205L		30.00		30.00	1.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**450.00**	**270.00**	**180.00**	**900.00**	**43.00**

DIPLOMA IN MEDICAL OFFICE ADMINISTRATION (DMOA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program is designed to prepare students with the necessary skills and academic knowledge for entry-level office positions in the healthcare industry. Students may choose from three program options. Option 1 is for students who plan on enrolling in the Medical Assisting Services program upon completion of this program and who will take their externship in the Medical Assisting Services program. Option 2 is for students who do not wish to enroll in the Medical Assisting Services program upon completion of this program and plan to do a capstone project to meet the capstone/externship requirement. Option 3 is for students who do not wish to enroll in the Medical Assisting Service program upon completion of this program and plan to do an externship to meet the capstone/externship requirement.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate the ability to accurately create and enter data into different healthcare documents.
2. Apply legal concepts to medical practice.
3. Communicate professionally with patients, coworkers, and providers.
4. Demonstrate knowledge of billing and reimbursement.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, medical secretary, receptionist, unit support representative, office manager, medical receptionist, front office manager, and medical office specialist.

PROGRAM CONTENT

Option ① A minimum of 31.00 semester credit hours is required for graduation. (Note: To use this option, students must enroll in either the Associate of Science/Applied Science or the Diploma in Medical Assisting Services.) ▲

Option ② A minimum of 31.00 semester credit hours is required for graduation.

Option ③ A minimum of 31.00 semester credit hours is required for graduation.

▲ This option is not available to students in the state of Louisiana.

REQUIRED COURSES

All courses, 17.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
HC 115	Medical Terminology for Healthcare Professionals	None	2.00
MO 110	Keyboarding	None	1.00
MO 111	Computer Software Applications in Healthcare	MO 110	3.00
MO 150	Pathophysiology and Pharmacology	HC 115 or HI 221/ Corequisite MO 150L	2.00
MO 150L	Pathophysiology and Pharmacology Lab	HC 115 or HI 221/ Corequisite MO 150	1.00
MO 205	Insurance Claims, Processing and Adjudication	None	3.00
MO 211	Healthcare Systems and Operations	None	3.00
MO 216	Ethics and Health Information Management	None	2.00

REQUIRED ANATOMY AND PHYSIOLOGY WITH LAB

8.00 semester credit hours are required.

MEDICAL OFFICE ADMINISTRATION OPTION COURSES

6.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
MS Elective ①	Any MS (Medical Science) Course	Varies by course	5.00
MO 270 ②	Case Study Research Project	Final semester	4.00
MO 295 ③	Medical Office Administration Internship *	Final semester, program GPA of 2.00, and PD 215	4.00
PD 121 ① ② ③	Professional Development I	None	1.00
PD 202 ② ③	Professional Development II	None	1.00
PD 215 ③	Medical Office Administration Internship Preparation	None	0.00
PD 216 ①	Proctor Preparation	None	0.00

* Online students in some states may not be allowed to take this internship due to state restrictions.

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Internship**	**Total Clock Hours**	**Credits**
Anatomy and Physiology With Lab	90.00	60.00		150.00	8.00
HC 115	30.00			30.00	2.00
MO 110		30.00		30.00	1.00
MO 111	30.00	30.00		60.00	3.00
MO 150	30.00			30.00	2.00
MO 150L		30.00		30.00	1.00
MO 205	45.00			45.00	3.00
MO 211	45.00			45.00	3.00
MO 216	30.00			30.00	2.00
MO 270 ②	60.00 ②			60.00 ②	4.00 ② ③
MO 295 ③			180.00 ③	180.00 ③	
MS Elective ①	45.00 ①	60.00 ①		105.00 ①	5.00 ①
PD 121 ① ② ③	15.00 ① ② ③			15.00 ① ② ③	1.00 ① ② ③
PD 202 ② ③	15.00 ② ③			15.00 ② ③	1.00 ② ③
PD 215 ③					0.00 ③
PD 216 ①					0.00 ①
Totals: Option ①	**360.00**	**210.00**		**570.00**	**31.00**
Totals: Option ②	**390.00**	**150.00**		**540.00**	**31.00**
Totals: Option ③	**330.00**	**150.00**	**180.00**	**660.00**	**31.00**

CERTIFICATE IN MICROSOFT CERTIFIED SOLUTIONS ASSOCIATE (CMCSA)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides the student with a comprehensive overview of building, maintaining, and administering Microsoft-based computer networks. The program also prepares the student to take the examinations necessary to achieve the Microsoft Certified Solutions Associate (MCSA) certification.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to demonstrate the ability to:

1. Demonstrate understanding of network and server operating systems in a Microsoft network environment.
2. Perform network infrastructure administration functions on a modern computer network.
3. Implement and administer a directory services infrastructure.
4. Pass the examinations leading to the Microsoft Certified Solutions Associate (MCSA) certification.

SPECIAL ADMISSION REQUIREMENTS

Applicants must pass a computer skills test administered by the campus Admissions Department before enrolling in this certificate program.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 16.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 16.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IT 232	MSCA Competency Workshop *	NT 180, NT 200 and NT 210	4.00
NT 180	Network and Server Operating Systems *	IS 112 or IS 186 (or test out)	4.00
NT 200	Network Infrastructure Administration *	NT 180	4.00
NT 210	Directory Services Administrator *	NT 180	4.00

* For ease of scheduling, 4-credit courses may be divided into two 2-credit courses with part of the course being covered in an online web "W" section and the other part of the course being covered in a lab "L" section (i.e., IT 232W and IT 232L).

DIPLOMA IN NETWORK SYSTEMS (DNS)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides students with the necessary skills and academic knowledge to install, configure, manage, and maintain computer network systems and write the Microsoft Certified Professional (MCP), Cisco Certified Network Associate (CCNA), and CompTIA A+ certification examinations. Based on the electives offered by each campus, students may also write the Microsoft Certified Solutions Associate (MCSA) Solution Associated in Windows Server 2012 or a CompTIA Network+ certification examination.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate the ability to install, configure, administer, and troubleshoot PC computer hardware.
2. Demonstrate the ability to install, configure, administer, and troubleshoot functional network operating systems, infrastructure services, equipment (including wireless), security, and protocols.
3. Demonstrate the ability to administer client-server applications.
4. Demonstrate knowledge of security protocols and methodologies.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, computer network support specialist.

PROGRAM CONTENT

A minimum of 33.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 24.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 185	Computer Architecture and Troubleshooting I *	None	4.00
IS 186	Computer Architecture and Troubleshooting II *	IS 185	4.00
IS 284	Routers and Switches I *	IS 112 or IS 185	4.00
IS 286	Routers and Switches II *	IS 284	4.00
IS 289	Applied Routers and Switches *	IS 286	4.00
NT 180	Network and Server Operating Systems *	IS 112 or IS 186	4.00

ELECTIVE COURSES

A minimum of 8.00 semester credit hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IS 112	Computer Networks *	IS 102 ◆	4.0
IS 191	Linux Administration *	IS 112	4.0
NT 200	Network Infrastructure Administration *	NT 180	4.0
NT 302	Advanced Network Infrastructure *	NT 200	4.0

* For ease of scheduling, these 4.00-credit courses may be divided into two 2.00-credit courses with part of the course being covered in an online web "W" section and the other part of the course being covered in a lab "L" section, (i.e., IS 185W and IS 185L).

◆ *The IS 102 prerequisite for this course may be waived with the permission of the campus Academic Dean.*

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSE

1.00 semester credit hour is required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 202	Professional Development II	None	1.0

DIPLOMA IN PERSONAL FITNESS TRAINING (DPFT)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program prepares students for entry level jobs in the personal training industry. The program provides a solid background in the basic science and theory related to the development and discipline of personal training, nutrition, and client support. After passing the American College of Sports Medicine (ACSM) certification exam, the graduate will be qualified for entry-level work in health clubs, gyms, and wellness centers, or they may become self-employed by going into private practice.

PROGRAM OBJECTIVES

Upon completion of this program students should be able to demonstrate the ability to:

1. Comprehend and utilize the core concepts of biological and physiological components of the human body.
2. Demonstrate appropriate completion of all components of initial client consultation and assessment.
3. Develop and implement safe and appropriate exercise programming for a client based on client data collection and analysis.
4. Identify and develop the appropriate communication and educational approaches necessary to teach, engage, instruct, and motivate clients.
5. Analyze and apply the appropriate business, legal, and ethical standards required for developing and marketing a quality professional personal trainer program.
6. Display the qualities of the P.R.I.C.E. of Success model (professionalism, respect, integrity, caring, and engagement) outlined in the current undergraduate catalog.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, personal fitness trainer and exercise instructor.

PROGRAM CONTENT

A minimum of 43.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 41.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
FT 100	Essentials of Personal Training	None	3.00
FT 102	Essentials of Human Movement	None	4.00
FT 103	Exercise Physiology	None	4.00
FT 104	Exercise Testing and Prescription	None	3.00
FT 105	Exercise Psychology and Lifestyle Coaching	None	4.00
FT 200	Business Principles and Health Service Management	None	4.00
FT 201	Nutrition	None	4.00
FT 202	Program Design	FT 102, FT 103, FT 104, and FT 105	3.00
FT 203	Group Exercise Training	FT 202	3.00
FT 204	Exercise Prescriptions for Special Populations	FT 202	3.00
FT 205	Performance Conditioning	FT 202	3.00

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
FT 210	Personal Fitness Training Externship	FT 205 and PD 214/Corequisite FT 211	2.00
FT 211	Certification Exam Preparation	FT 205/Corequisite FT 210	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required. Students must also take PD 214 in preparation for the FT 210 Personal Fitness Training Externship.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00
PD 214	AS/AAS/BS/Diploma Internship Preparation	None	0.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Externship**	**Total Clock Hours**	**Credits**
FT 100	45.00			45.00	3.00
FT 102	60.00			60.00	4.00
FT 103	60.00			60.00	4.00
FT 104	30.00	30.00		60.00	3.00
FT 105	60.00			60.00	4.00
FT 200	60.00			60.00	4.00
FT 201	60.00			60.00	4.00
FT 202	30.00	30.00		60.00	3.00
FT 203	30.00	30.00		60.00	3.00
FT 204	30.00	30.00		60.00	3.00
FT 205	30.00	30.00		60.00	3.00
FT 210			90.00	90.00	2.00
FT 211	15.00			15.00	1.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**540.00**	**150.00**	**90.00**	**780.00**	**43.00**

DIPLOMA IN PRACTICAL NURSING—BIRMINGHAM (DPNAL)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This practical nursing program provides academic, theoretical, and clinical instruction in medical, surgical, obstetric, pediatric, geriatric, and mental health nursing. The program will introduce the basic elements of the healthcare delivery system and the multidisciplines that are incorporated into the system. Concepts of disease and wellness will be presented throughout the program and will bridge across the human life span. Legal and ethical issues, with an emphasis on confidentiality and effective communication skills, will be included. The student will acquire skills in asepsis, measurement of vital signs, CPR, and basic first aid and will understand the concepts of medical asepsis, infection control, and universal precautions applicable to all areas of healthcare. The importance of safe practice and the use of proper body mechanics are stressed. Mental health concepts, administration of medications, body structure and function, nutrition, and personal, family, and community concepts are studied. Clinical experience is an integral part of the program. Graduates will be eligible to write the National Council Licensing Examination for Practical Nurses (NCLEX-PN).

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Demonstrate knowledge of the healthcare delivery system, and incorporate the role of the practical nurse into the system.
2. Provide accurate patient assessments in chronic and acute settings.
3. Provide appropriate healthcare interventions as a member of a treatment team.
4. Function as a practical nurse in a variety of healthcare facilities to include hospitals, long-term care agencies, physician's offices, clinics, and other community organizations.
5. Employ critical thinking and communication skills necessary to act as a patient, family, and community healthcare provider, and educator.
6. Understand and utilize practical nursing as it relates to medical and technological equipment.
7. Apply ethical and legal concepts to the practice of practical nursing.
8. Recognize the needs of diverse populations in regard to socioeconomic, cultural, and life-span issues.
9. Promote health and wellness that facilitate positive growth and development.
10. Meet the requirements for admission to the state board examinations for licensure in the United States.

SPECIAL ADMISSIONS REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

All other general education courses must be passed with a grade of D (60%) or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, licensed practical/vocational nurse and nursing assistant.

PROGRAM CONTENT

A minimum of 52.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 41.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PN 105	Anatomy and Physiology I for Nursing	None/Corequisites PN 105L and PN 111	4.00
PN 105L	Anatomy and Physiology I for Nursing Lab	None/Corequisites PN 105 and PN 111	1.00
PN 108	Foundations of Nursing	PN 105, PN 105L, PN 111 and PN 112/ Corequisite PN 109	6.00
PN 109	Foundations of Nursing Clinical	PN 105, PN 105L, PN 111 and PN 112/ Corequisite PN 108	1.00
PN 111	Patient Assessment	None/Corequisites PN 105 and PN 105L	1.50
PN 112	Pharmacology	MA 107 with a grade of C+ or better	1.50
PN 212	Medical Surgical Nursing	PN 108 and PN 109/Corequisite PN 213	6.00
PN 213	Medical Surgical Nursing Clinical	PN 108 and PN 109/Corequisite PN 212	2.00
PN 222	Maternal and Child Nursing	PN 212 and PN 213/Corequisite PN 223	3.00
PN 223	Maternal and Child Nursing Clinical	PN 212 and PN 213/Corequisite PN 222	1.00
PN 228	Adult/Child Nursing	PN 212 and PN 213/Corequisite PN 229	4.00
PN 229	Adult/Child Nursing Clinical	PN 212 and PN 213/Corequisite PN 228	3.00
PN 246	Mental Health/Geriatric Nursing	PN 212 and PN 213/Corequisite PN 247	2.00
PN 247	Mental Health/Geriatric Nursing Clinical	PN 212 and PN 213/Corequisite PN 246	1.00
PN 255	NCLEX-PN Review	Final course	4.00

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the nursing program.

- Anatomy and Physiology I for Nursing With Lab
- College Algebra

REQUIRED GENERAL EDUCATION COURSES

Both courses, 9.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 104	English Composition I	EN 090 (or test-out)	3.00
IS 106	Computer Applications—Word Processing, Spreadsheets, and E-mail	None	2.00
MA 107	College Algebra	MA 090 (or test-out)	4.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course #	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EN 104	45.00			45.00	3.00
IS 106	30.00			30.00	2.00
MA 107	60.00			60.00	4.00
PN 105	60.00			60.00	4.00
PN 105L		30.00		30.00	1.00
PN 108	75.00	30.00		105.00	6.00
PN 109			45.00	45.00	1.00
PN 111		45.00		45.00	1.50
PN 112	22.50			22.50	1.50
PN 212	90.00			90.00	6.00
PN 213			90.00	90.00	2.00
PN 222	45.00			45.00	3.00
PN 223			45.00	45.00	1.00
PN 228	60.00			60.00	4.00
PN 229			135.00	135.00	3.00
PN 246	30.00			30.00	2.00
PN 247			45.00	45.00	1.00
PN 255	60.00			60.00	4.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**607.50**	**105.00**	**360.00**	**1,072.50**	**52.00**

DIPLOMA IN PRACTICAL NURSING—MADISON (DPNWI)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This practical nursing program is approved by the Wisconsin State Board of Nursing to prepare students to take the National Council Licensing Examination for Practical Nurses (NCLEX-PN) and to begin a professional nursing career. Students are given a basic foundation of general education, including courses in communications and the sciences, and are prepared with the basic knowledge, skills, and abilities necessary to function as a practical nurse. Theoretical instruction is complemented with clinical experience in a variety of healthcare settings in order to provide a broad, holistic, and reality-based understanding of the roles and responsibilities of a practical nurse. Students will participate in planned clinical and laboratory experiences that will complement classroom learning and stress health promotion as well as disease processes. Graduates will be eligible to take the National Council Licensing Examination for Practical Nurses.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Demonstrate nursing professional behaviors related to legal, ethical, political, and scope of practice issues as defined by the state regulatory board.
2. Communicate accurately, effectively, and in a timely manner with clients, significant others, and members of the healthcare team.
3. Assist with assessing clients' healthcare needs based on data from a variety of sources including physical findings, past medical history, client interviews, and members of the healthcare team.
4. Collaborate with members of the healthcare team to plan appropriate interventions using evidence-based protocols.
5. Provide client care for a diverse population using therapeutic interventions in a safe, caring manner in a variety of healthcare settings.
6. Manage client care under the direction of a registered nurse or other members of the healthcare team, and delegate tasks to unlicensed assistive personnel (UAP) as needed.
7. Utilize appropriate informational technology to plan, provide, and communicate nursing care.
8. Develop proficiencies in basic nursing skills.

SPECIAL ADMISSIONS REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of "C+" (76%) or better for a student to be continued in the nursing program.

- Body Structure and Function With Lab
- College Algebra

All other general education courses must be passed with a grade of "D" or better to be continued in the nursing program.

A student who is dropped from the nursing program for failing to achieve the minimum grade specified in the general education courses but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, licensed practical/vocational nurse and nursing assistant.

PROGRAM CONTENT

A minimum of 37.00 semester credit hours is required for graduation.

REQUIRED COURSES

All courses, 35.00 semester credit hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
EN 104	English Composition I	EN 090 (or test-out)	3.00
MA 107	College Algebra	MA 090 (or test-out)	4.00
NW 101	Fundamentals of Nursing	None/Corequisites NW 106, SC 142 and SC 142L	5.00
NW 102	Clinical Practice I	NW 101 and NW 106/ Corequisites NW 103 and NW 201	3.00
NW 103	Health and Illness Throughout the Life Span	NW 101, NW 106, SC 142, SC 142L and PS 101/Corequisite NW 201	3.00
NW 106	Pharmacology for Nurses	MA 107, SC 142 and SC 142L/ Corequisite NW 101	3.00
NW 201	Alterations in Adult Health	NW 101 and NW 106/Corequisite NW 103	3.00
NW 202	Clinical Practice II	NW 102	4.00
PS 101	Psychology	None	3.00
SC 142	Body Structure and Function	None/Corequisite SC 142L	3.00
SC 142L	Body Structure and Function Lab	None/Corequisite SC 142	1.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

Distribution of Clock Hours by Course					
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**	**Credits**
EN 104	45.00			45.00	3.00
MA 107	60.00			60.00	4.00
NW 101	45.00	60.00		105.00	5.00
NW 102			135.00	135.00	3.00
NW 103	45.00			45.00	3.00
NW 106	45.00			45.00	3.00
NW 201	45.00			45.00	3.00
NW 202			180.00	180.00	4.00
PS 101	45.00			45.00	3.00
SC 142	45.00			45.00	3.00
SC 142L		30.00		30.00	1.00
Personal/Professional Development	30.00			30.00	2.00
Totals	**405.00**	**90.00**	**315.00**	**810.00**	**37.00**

DIPLOMA IN PRACTICAL NURSING—ORLANDO (DPNFL)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This practical nursing program is approved by the Florida Board of Nursing and prepares students to take the National Council Licensing Exam for Practical Nurses (NCLEX-PN®). Graduates will be prepared to integrate nursing knowledge, critical thinking, and basic nursing skills into the healthcare environment while coordinating care for clients. Theoretical and laboratory instruction are further enhanced by simulation and clinical experience in the acute, long-term, and community-based healthcare facilities. The curriculum is concept-based, with emphasis placed on patient safety, legal and ethical issues, and an understanding of the roles and responsibilities of the practical nurse. The program promotes simple to advanced learning.

PROGRAM OBJECTIVES

Upon completion of this program, students should be able to:

1. Coordinate quality, safe, skilled, and patient-centered care utilizing the nursing process.
2. Demonstrate nursing behaviors as defined by the practical nurse scope of practice.
3. Develop proficiencies in basic nursing skills.
4. Participate in collaborative relationships with patients, families, and members of the interdisciplinary team to provide and improve patient care.
5. Use information technology to communicate, manage knowledge, mitigate error, and support decision making along with critical thinking.
6. Incorporate ethical and legal principles into entry-level practical nursing performance.

SPECIAL ADMISSIONS REQUIREMENTS

Please refer to the "Undergraduate Nursing Admission Requirements" policy in the Admissions Information section of this catalog for nursing program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, licensed practical/vocational nurse.

PROGRAM CONTENT

A minimum of 1,350.00 clock hours is required for graduation.

GENERAL EDUCATION PREREQUISITES

The following general education prerequisite courses must be completed with a grade of C+ (76%) or better for a student to be continued in the nursing program.

- Body Structure and Function With Lab

A student who is dropped from the practical nursing program for failing to achieve the minimum grade specified but who otherwise meets the academic standards of the University may transfer to another Herzing degree program and/or may reapply to the nursing program in a future cycle.

REQUIRED COURSES

All courses, 1,320.00 clock hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
HC 114	Medical Terminology for Healthcare Professionals	None	30.00
PN 121	Practical Nursing I	None/Corequisites HC 114, SC 143, and SC 143L	85.00

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
PN 122	Practical Nursing II	HC 114, PN 121, SC 143, and SC 143L	205.00
PN 123	Practical Nursing III	PN 122	235.00
PN 124	Practical Nursing IV	PN 123	167.00
PN 125	Practical Nursing V	PN 124	240.00
PN 126	Practical Nursing VI	PN 125/Corequisite PN 127	265.00
PN 127	Practical Nursing VII	PN 125/Corequisite PN 126	18.00
SC 143	Body Structure and Function	None/Corequisite SC 143L	45.00
SC 143L	Body Structure and Function Lab	None/Corequisite SC 143	30.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

30.00 clock hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
PD 122	Professional Development I	None	15.00
PD 203	Professional Development II	None	15.00

Distribution of Clock Hours by Course				
Course Number	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**
HC 114	30.00			30.00
PD 122	15.00			15.00
PD 203	15.00			15.00
PN 121	85.00			85.00
PN 122	77.00	128.00		205.00
PN 123	77.00		158.00	235.00
PN 124	73.00		94.00	167.00
PN 125	82.00		158.00	240.00
PN 126			265.00	265.00
PN 127	18.00			18.00
SC 143	45.00			45.00
SC 143L		30.00		30.00
Totals	**517.00**	**158.00**	**675.00**	**1,350.00**

DIPLOMA IN THERAPEUTIC MASSAGE—BROOKFIELD (DTMWI)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides instruction in anatomy, physiology, kinesiology, therapeutic massage theory and practice, and the appropriate health and safety issues that are required of a massage therapist. The program prepares students to take the National Certification Examination for Therapeutic Massage and Bodywork (NCE), the National Certification Examination for Therapeutic Massage (NCEM), and the Massage and Bodywork Licensing Examination (MBLEx), which are required for licensure as a licensed massage therapist in the state of Wisconsin. After passing either the NCE, the NCEM, or the MBLEx and becoming licensed by the State of Wisconsin, the graduate will be qualified for entry-level work in spas, health clubs, gyms, cruise ships, and medical offices, or they could become self-employed by going into private practice.

PROGRAM OBJECTIVES

Upon completion of this program, the graduate should be able to:

1. Demonstrate knowledge and understanding of human anatomy and physiology in order to understand the principles and benefits of massage, to effectively discuss massage issues with clients, and to communicate client health issues with other healthcare professionals when required.
2. Understand clinical pathology, and recognize conditions, indications, and contraindications for massage applications in order to provide safe and beneficial service to the client.
3. Utilize theory and application of massage therapy and bodywork and the application of appropriate methodologies in a safe and beneficial manner for the practitioner and the client.
4. Demonstrate the ability to apply ethical and business practices and professional standards in a therapeutic massage environment.
5. Demonstrate knowledge and understanding of kinesiology in order to understand the principles and benefits of massage therapy strategies and modalities to affect the integrity of soft tissues and their effects of joint mobility.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, massage therapist.

PROGRAM CONTENT

A minimum of 900.00 clock hours is required for graduation.

REQUIRED COURSES

All courses, 870.00 clock hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
SC 106 or SC 126	Anatomy and Physiology I for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage I	None/Corequisite SC 106L or None/Corequisite SC 126L	45.00
SC 106L or SC 126L	Anatomy and Physiology I Lab for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage I Lab	None/Corequisite SC 106 or None/Corequisite SC 126	30.00
SC 206 or SC 226	Anatomy and Physiology II for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage II	SC 106 and SC 106L/ Corequisite SC 206L or SC 126 and SC 126L/ Corequisite SC 226L	45.00

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
SC 206L or SC 226L	Anatomy and Physiology II Lab for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage II Lab	SC 106 and SC 106L/ Corequisite SC 206 or SC 126 and SC 126L/ Corequisite SC 226	30.00
TN 125	Massage Theory and Practice I	None	60.00
TN 200	Business Principles and Health Service Management	None	60.00
TN 215	Pathology for the Massage Therapist	(SC 206 or SC 226) and (SC 206L or SC 226L)	60.00
TN 225	Massage Theory and Practice II	TN 125	60.00
TN 235	Kinesiology: Upper Body	(SC 206 or SC 226), (SC 206L or SC 226L) and TN 225	60.00
TN 236	Kinesiology: Lower Body	(SC 206 or SC 226), (SC 206L or SC 226L) and TN 225	60.00
TN 249	Therapeutic Strategies and Decision Making	TN 215, TN 235, TN 236 and TN 252	60.00
TN 251	Massage Therapy Clinic I	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	45.00
TN 252	Massage Therapy Clinic II	TN 251	45.00
TN 253	Massage Therapy Clinic III	TN 252	45.00
TN 254	Massage Therapy/Clinic IV	TN 253	45.00
TN 255	Eastern Wellness	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	60.00
TN 256	Specialty Areas in Massage Practice	TN 225	60.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

30.00 clock hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
PD 122	Professional Development	None	15.00
PD 203	Professional Development II	None	15.00

Distribution of Clock Hours by Course				
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**
SC 106 or SC 126	45.00			45.00
SC 106L or SC 126L		30.00		30.00
SC 206 or SC 226	45.00			45.00
SC 206L or SC 226L		30.00		30.00
TN 125	60.00			60.00
TN 200	60.00			60.00
TN 215	60.00			60.00
TN 225	60.00			60.00
TN 235	60.00			60.00
TN 236	60.00			60.00
TN 249	60.00			60.00
TN 251			45.00	45.00
TN 252			45.00	45.00
TN 253			45.00	45.00
TN 254			45.00	45.00
TN 255	60.00			60.00
TN 256	60.00			60.00
Personal/Professional Development	30.00			30.00
Totals	**660.00**	**60.00**	**180.00**	**900.00**

DIPLOMA IN THERAPEUTIC MASSAGE—OMAHA (DTMNE)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program provides instruction in anatomy, physiology, kinesiology, therapeutic massage theory and practice, hydrotherapy, and the appropriate health and safety issues that are required of a massage therapist. The program prepares students to write National Certification Examination for Therapeutic Massage and Bodywork (NCTMB) required for licensure as a licensed massage therapist in the state of Nebraska. After passing the National Certification Examination, the graduate will be qualified for entry-level work in spas, health clubs, gyms, cruise ships, and medical offices, or they could become self-employed by going into private practice.

PROGRAM OBJECTIVES

Upon completion of this program, the graduate should be able to:

1. Demonstrate knowledge and understanding of human anatomy and physiology in order to understand the principles and benefits of massage, to effectively discuss massage issues with clients, and to communicate client health issues with other healthcare professionals when required.
2. Understand clinical pathology, and recognize conditions, indications, and contraindications for massage applications in order to provide safe and beneficial service to the client.
3. Utilize theory and application of massage therapy and bodywork and the application of appropriate methodologies in a safe and beneficial manner for the practitioner and the client.
4. Demonstrate the ability to apply ethical and business practices and professional standards in a therapeutic massage environment.
5. Demonstrate knowledge and understanding of kinesiology in order to understand the principles and benefits of massage therapy strategies and modalities to affect the integrity of soft tissues and their effects of joint mobility.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, massage therapist.

PROGRAM CONTENT

A minimum of 1,027.50 clock hours is required for graduation.

REQUIRED COURSES

All courses, 922.50 clock hours, are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
SC 106 or SC 126	Anatomy and Physiology I for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage I	None/Corequisite SC 106L or None/Corequisite SC 126L	45.00
SC 106L or SC 126L	Anatomy and Physiology I Lab for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage I Lab	None/Corequisite SC 106 or None/Corequisite SC 126	30.00
SC 206 or SC 226	Anatomy and Physiology II for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage II	SC 106 and SC 106L/ Corequisite SC 206L or SC 126 and SC 126L/ Corequisite SC 226L	45.00

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
SC 206L or SC 226L	Anatomy and Physiology II Lab for Allied Health Professionals or Anatomy and Physiology for Therapeutic Massage II Lab	SC 106 and SC 106L/ Corequisite SC 206 or SC 126 and SC 126L/ Corequisite SC 226	30.00
TN 115	Cardiopulmonary Resuscitation (CPR) and First Aid	None	7.50
TN 125	Massage Theory and Practice I	None	60.00
TN 200	Business Principles and Health Service Management	None	60.00
TN 215	Pathology for the Massage Therapist	(SC 206 or SC 226) and (SC 206L or SC 226L)	60.00
TN 225	Massage Theory and Practice II	TN 125	60.00
TN 235	Kinesiology: Upper Body	(SC 206 or SC 226), (SC 206L or SC 226L) and TN 225	60.00
TN 236	Kinesiology: Lower Body	(SC 206 or SC 226), (SC 206L or SC 226L) and TN 225	60.00
TN 249	Therapeutic Strategies and Decision Making	TN 215, TN 235, TN 236 and TN 252	60.00
TN 251	Massage Therapy Clinic I	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	45.00
TN 252	Massage Therapy Clinic II	TN 251	45.00
TN 253	Massage Therapy Clinic III	TN 252	45.00
TN 254	Massage Therapy Clinic IV	TN 253	45.00
TN 255	Eastern Wellness	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	60.00
TN 265	Hydrotherapy	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	60.00
TN 270	Advanced Spa Therapies	TN 265	45.00

ELECTIVE COURSES

A minimum of 60.00 clock hours is required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
TN 155	Integrative Reflexology	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 156	Reiki	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
TN 157	Hot Stone Massage	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 158	Neuromuscular and Deep Tissue Therapy Massage	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 159	Thai Massage	(SC 206 or SC 226), (SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 160	Sports Massage	(SC 206 or SC 226, SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 204	Massage Therapy for Pregnancy, Labor, and Post-Partum Practice	(SC 206 or SC 226), SC 206L or SC 226L), (TN 115 or valid CPR license), and TN 225	15.00
TN 205	Save Your Hands	None	15.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

45.00 clock hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Clock Hours
PD 122	Professional Development I	None	15.00
PD 160	Customer Service for Therapeutic Massage	None	15.00
PD 203	Professional Development II	None	15.00

Distribution of Clock Hours by Course				
Course or Category	**Lecture**	**Lab**	**Clinical**	**Total Clock Hours**
SC 106 or SC 126	45.00			45.00
SC 106L or SC 126L		30.00		30.00
SC 206 or SC 206	45.00			45.00
SC 206L or SC 226L		30.00		30.00
TN 115	7.50			7.50
TN 125	60.00			60.00
TN 155	15.00			60.00
TN 156	15.00			
TN 157	15.00			
TN 158	15.00			
TN 159	15.00			
TN 160	15.00			
TN 204	15.00			
TN 205	15.00			
TN 200	60.00			60.00
TN 215	60.00			60.00
TN 225	60.00			60.00
TN 235	60.00			60.00
TN 236	60.00			60.00
TN 249	60.00			60.00
TN 251			45.00	45.00
TN 252			45.00	45.00
TN 253			45.00	45.00
TN 254			45.00	45.00
TN 255	60.00			60.00
TN 265	60.00			60.00
TN 270	45.00			45.00
Personal/Professional Development	45.00			45.00
Totals	**787.50**	**60.00**	**180.00**	**1,027.50**

DIPLOMA IN WIND ENERGY TECHNOLOGY (DWET)

(Please see the *Undergraduate Program Offerings by Campus* chart in the catalog or on the Herzing Website at *www.herzing.edu/career-programs/downloads* for a list of Herzing campuses offering this program.)

PROGRAM DESCRIPTION

This program will develop a strong foundation in the knowledge and skills needed by the graduates to qualify them for entry into an exciting, dynamic career as a wind energy technician. The program covers industrial safety, applied wind energy physics, energy production from wind, and wind energy maintenance. The program also covers DC and AC electricity, motors and generators, fluid power, programmable logic controllers, and basic mechanics.

PROGRAM OBJECTIVES

Upon completion of their program, the student should be able to:

1. Describe the operation, application, and proper use of test equipment used in electrical technology.
2. Demonstrate the ability to use principles of electrical technology to test, analyze, and troubleshoot electrical and electronic circuits.
3. Explain the physics of wind energy production and how a wind turbine creates electrical energy from wind.
4. Explain the various types of physical loads and structural stress on wind energy structures.
5. Categorize and describe potential safety hazards working on wind turbines and in the wind energy business.
6. Describe the operation, application, and proper use of safety equipment used in electrical technology and wind energy production.
7. Describe the principles and operation of fluid power devices used in wind energy production.
8. Describe the components and operation of programmable logic controllers used in wind energy production.
9. Explain the importance of and procedures for maintenance and inspection of wind turbine components, both internal and external.

SPECIAL ADMISSION REQUIREMENTS

Please refer to the "Additional Admission Acknowledgements for Wind Energy Technology" policy in the Admissions Information section of this catalog for Wind Energy Technology program admission requirements.

POTENTIAL OCCUPATIONAL TITLES

Potential occupational titles for this program include, but are not limited to, wind turbine technician.

PROGRAM CONTENT

A minimum of 38.00 semester credit hours is required for graduation.

REQUIRED COURSES

36.00 semester credit hours are required.

Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
AE 100	Introduction to Alternative Energy	None	3.00
AE 120	Introduction to Wind Energy	None	3.00
AE 200	Wind Turbine Fundamentals	AE 120	3.00
AE 220	Wind Turbine Maintenance	AE 200	3.00
AE 395	Wind Energy Lab/Boot Camp	AE 220	3.00
EE 111	Electricity and Test Equipment	None	3.00
EE 121	DC Fundamentals	EE 111	3.00
EE 131	AC Fundamentals	EE 121	3.00
IN 130	Hydraulic and Pneumatic Systems	None	3.00

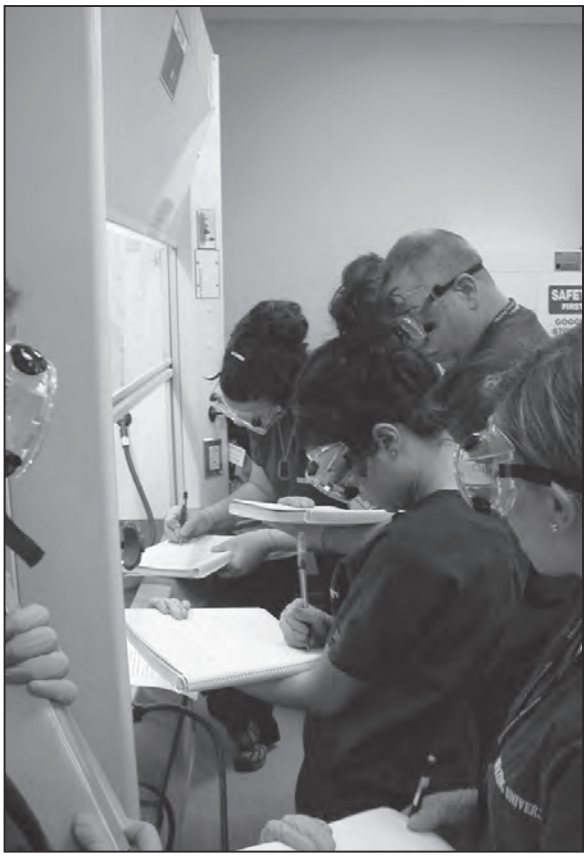
Course Number	Course Name	Prerequisites/Corequisites	Semester Credit Hours
IN 200	Industrial Electricity	EE 131	3.00
IN 211	Programmable Logic Controllers	EE 111	3.00
MA 115	Applied Mathematics for the Trades	MA 090 or test-out	3.00

PERSONAL AND PROFESSIONAL DEVELOPMENT COURSES

2.00 semester credit hours are required.

Course Number	Course Name	Prerequisite	Semester Credit Hours
PD 121	Professional Development I	None	1.00
PD 202	Professional Development II	None	1.00

UNDERGRADUATE COURSE DESCRIPTIONS



Kenosha Campus

Akron President's Reception

(AC) ACCOUNTING

AC 107 Accounting I

This introductory course in accounting provides the practical application of the principles of financial accounting for service and merchandising businesses. Topics include an introduction to the conceptual framework of accounting using GAAP rules established by FASB, analysis and recording of transactions in the general journal and posting to the general ledger, completion of the accounting cycle by preparing end-of-period adjusting and closing journal entries, financial statements and the post-closing trial balance, an introduction to internal controls, and the calculation of inventory and cost of goods sold using the FIFO, LIFO, and weighted average methods. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

AC 110 Payroll Accounting

This is a comprehensive payroll accounting course providing a practical application of the concepts and principles of payroll accounting. Payroll law topics include the Fair Labor Standards Act, FUTA and SUTA tax, and FICA, SECA, and the Civil Rights Act of 1964. Payroll accounting transaction topics include payroll recordkeeping, computing payroll, computing payroll taxes, social security taxes, self-employment, FUTA, and SUTA taxes, completing government forms (941), income tax withholding (employer and employee), and analyzing and journalizing payroll transactions. This course includes a comprehensive hands-on project to reinforce practical application of these concepts. It also provides a tutorial in industry software. 3.00 semester credit hours. Prerequisite: AC 107 Accounting I. Corequisite: None.

AC 212 Taxation I

This course introduces income taxation as it applies to small business and individual taxpayers. Topics include an overview of the political, economic, and social forces influencing federal income taxation and the role of taxation in personal decisions. The course also examines individual income tax topics, including business and investment income, business and personal deductions, property transactions, and tax issues of employees. 3.00 semester credit hours. Prerequisite: AC 216 Accounting II. Corequisite: None.

AC 216 Accounting II

This course in financial accounting provides the practical application of the principles of financial accounting for service and merchandising businesses with an emphasis on partnerships and corporations. Topics include accounting for corporate equity structure, partnership creation, dissolution and compensation, accounting for notes payable and receivable, accounting for uncollectible accounts receivable, accounting for investments in long-term assets, preparation and analysis of the statement of cash flows, and analysis and interpretation of financial statements. 3.00 semester credit hours. Prerequisite: AC 107 Accounting I. Corequisite: None.

AC 220 Finance

This course introduces corporate financial management and analysis. Topics include evaluating financial performance, measuring cash flow, capital budgeting, and the cost of capital. 3.00 semester credit hours. Prerequisite: AC 107 Accounting I. Corequisite: None.

AC 221 Taxation II

This course analyzes the federal tax system as applied to entities other than individuals. It examines the tax aspects of formation, reorganization, and liquidation of non-individual tax entities. It also covers advanced business taxation topics such as corporate taxation (including accounting for income taxes), partnership taxation, and multi-jurisdictional taxation. Additional topics include S-corporations, corporations focusing on income inclusions and exclusions, reporting expenses (including depreciation), accounting for inventory, and basic tax planning and research. 3.00 semester credit hours. Prerequisite: AC 212 Taxation I. Corequisite: None.

AC 306 Managerial Cost Accounting

This course is designed to introduce the principles and concepts of a cost-based management accounting system. Topics include cost accounting principles, identifying drivers and cost behavior, accounting for materials, labor, and factory overhead, job order cost-accounting practices, process cost-accounting procedures, standard cost-accounting methods, and cost analysis for management decision making. 3.00 semester credit hours. Prerequisite: AC 216 Accounting II. Corequisite: None.

AC 313 Intermediate Accounting I

This accounting course provides instruction in practical application within the conceptual framework of financial accounting. Instruction in this course provides the theoretical supports as well as technical skills needed for decision making and problem solving within the financial reporting environment, including discussion and application of accounting systems. It also covers changes of stockholders' equity, cost measurement and flow assumptions, revenue recognition, special valuation issues, acquisition and disposition of fixed assets, measuring and reporting intangible assets, and valuation of depreciation and depletion methods. 3.00 semester credit hours. Prerequisite: AC 216 Accounting II. Corequisite: None.

AC 330 Intermediate Accounting II

Intermediate Accounting II continues the analysis from Intermediate Accounting I and extends it to the discussion and application of financial reporting issues for liabilities and contingencies, long-term liabilities and receivables, investments, income taxes, accounting for capital and operating leases, issuance of capital stock and bonds, the statement of cash flow, changes in equity, and reporting accounting changes in estimates. 3.00 semester credit hours. Prerequisite: AC 313 Intermediate Accounting I. Corequisite: None.

AC 335 Computerized Accounting

This course provides step-by-step instruction in advanced computerized accounting using industry standard software in both a service-based sole proprietorship and a merchandising corporation. The accounting cycle is completed from the creation of the chart of accounts through the closing process. Company reports created serve as the tool for financial analysis of company performance. Topics include creating a company, establishing security roles, banking activities, customers, sales and invoicing, vendors, purchases and payments, inventory maintenance, payroll, and financial analysis. 3.00 semester credit hours. Prerequisite: AC 216 Accounting II. Corequisite: None.

AC 413 Advanced Financial Accounting I

This course provides instruction in accounting for business combinations and consolidations including topics related to pooling of interests, recording investments, treatment of goodwill, and the proper recording of intercompany transactions. This course will focus on applying various techniques for solving some of the more complex problems found in the business environment and interpretation of FASB, SEC, and AICPA pronouncements related to the above topics. 3.00 semester credit hours. Prerequisite: AC 330 Intermediate Accounting II. Corequisite: None.

AC 416 Governmental and Non-Profit Accounting

This course examines accounting for public health, nonprofit, and governmental entities. Topics include fund accounting, budget and control issues, and revenue and expense recognition for governmental agencies. It identifies the fundamental principles of financial management for non-profit and governmental organizations. This course outlines the framework for students to access and apply financial and managerial decision making effectively. 3.00 semester credit hours. Prerequisite: AC 330 Intermediate Accounting II. Corequisite: None.

AC 418 Auditing

This course develops an understanding of auditing concepts and provides instruction in how to perform an audit of company financial statements. Topics related to responsibilities, independency, reporting, audit process, and internal controls are covered. This course will focus on providing an introduction to auditing and other assurance services, standards, materiality and risk, how to write an audit report, professional ethics and code of conduct, legal liability, audit evidence, audit process, detection of fraud, and internal controls. 3.00 semester credit hours. Prerequisite: AC 330 Intermediate Accounting II. Corequisite: None.

AC 426 Advanced Financial Accounting II

This course is a continuance of Advanced Financial Accounting I and provides instruction on accounting for branches, business combinations, and consolidations. It also covers various techniques for solving some of the more complex problems found in the business environment. Topics include FASB, SEC, and AICPA pronouncements, multinational accounting, estates, trusts, governmental and not-for-profit organizations, and bankruptcy. 3.00 semester credit hours. Prerequisite: AC 413 Advanced Financial Accounting I. Corequisite: None.

AC 435 Advanced Auditing

This course provides instruction on how to perform an audit of company financial statements. Audit sampling, reviewing of balances and transactions, completion of the audit, and other assurance and attestation services are covered. This course will focus on providing the basis on audit sampling, how to perform an audit of sales, cash receipts, accounts receivables, accounts payables, prepaid assets, accrued liabilities, payroll, inventory, and fixed assets. 3.00 semester credit hours. Prerequisite: AC 418 Auditing. Corequisite: None.

(AE) ALTERNATIVE ENERGY

AE 100 Introduction to Alternative Energy

This course covers renewable energy systems and their energy generation, energy conversion, utilization, and storage. These renewable energy systems will include wind, solar, biomass, thermoelectric, geothermal, hydro, and fuel cells. 3.00 semester credit hours. Prerequisites/ Corequisites: None.

AE 120 Introduction to Wind Energy

This course will provide the foundation to the concepts of power from wind and the wind energy industry. Topics will include wind characteristics, wind energy resources, basic wind aerodynamics, the history and future of the wind industry, and an introduction to the cost analysis of wind energy. Also covered are the economic, environmental, human, and ecological impacts of the wind energy industry. 3.00 semester credit hours. Prerequisites/Corequisites: None.

AE 200 Wind Turbine Fundamentals

This course will cover the mechanical and electrical components of a wind turbine with their function and operation used to convert wind energy to electrical energy from the blades to the grid. Topics include construction materials, structural load, the hub, the tower, the nacelle, wind turbine control, and mechanical energy transmission. 3.00 semester credit hours. Prerequisite: AE 120 Introduction to Wind Energy. Corequisites: None.

AE 220 Wind Turbine Maintenance

This course will cover the maintenance of different components of a wind turbine. These maintenance topics include general lubrication, hydraulics, bolting, alignment, tower, down tower assembly, the drive train, and rotor assembly. Tower and general workplace safety will be emphasized, including safety of heights, rescue, and electrical safety. 3.00 semester credit hours. Prerequisite: AE 200 Wind Turbine Fundamentals. Corequisites: None.

AE 395 Wind Energy Lab/Bootcamp

This course provides the hand-on and practical knowledge for a successful career as a wind energy technician. This course consolidates the theoretical, practical, and hands-on skills and knowledge for a wind energy technician at a wind energy industry training center with industry trainers. Topics include ladder climbing safety, working at height safety, electrical safety, rescue at heights, personal protection equipment, and maintenance, including lubrication, fasteners, electrical, and mechanical. 3.00 semester credit hours. Prerequisite: AE 220 Wind Turbine Maintenance. Corequisites: None.

(AS) ALLIED SCIENCE

AS 144 Medical Terminology

This course introduces the student to the most common medical terms. Emphasis will be placed on descriptive terminology and eponyms as well as derivations from Greek and Latin. The structure of medical terms—roots, prefixes, and suffixes—as well as abbreviations, spelling, and pronunciation, will be discussed. 1.00 semester credit hour. Prerequisites/Corequisites: None.

(BU) BUSINESS MANAGEMENT

BU 106 Introduction to Management

This course introduces the environment of American business with an overview of various topics that serve as a foundation for further study of business. Topics include the environments in which businesses operate, the organizational structures of businesses, management functions in an enterprise, and the challenges of managing marketing, operations, information technology, finance, and human resources. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 195 E-Business Concepts

This course introduces the concepts and principles of electronic commerce in business. Topics include the foundations of electronic commerce, retailing in e-commerce, Internet consumers and market research, advertising in e-commerce, e-commerce for service industries, business-to-business e-commerce, intranet and extranet structures and applications, electronic payment systems, e-commerce strategy and implementation, public policy regarding legal, privacy, and consumer protection issues, infrastructure requirements for e-commerce, and economic and global issues in e-commerce. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 204 The Digital Firm and Business Communications

This course presents an overview of technology-based issues within a business environment. Topics include the concept of digital firms and ERP systems in the areas of marketing, operations, human resources, manufacturing, finance, social networking, and supply-chain management. Additional areas to be discussed are privacy issues, government regulations, and technology on a global scale. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 206 Business Law I

This course provides a study of the American legal system and its effect on business and business organizations. Topics include an overview of the ethical issues that businesses encounter, the foundation of the American legal system, business ethics, torts, intellectual property, criminal law, cyber crimes, contracts, and sales and leases. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 215 Marketing on the Internet

This course is an overview of Internet marketing strategies. Topics include Internet user characteristics and behavior, online research methods, Internet marketing strategies such as pricing, distribution channels, communications on the Internet, relationship marketing, the components of the Internet marketing plan, and Internet ethical and legal issues. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 216 Social Media

This course presents an overview of technology-based communication tools currently used in the marketplace as well as emerging trends based on technological advancement. Topics include the history of social networking, a definition of the social media, and the number of tools being used by business as part of the enterprise. The course will offer students the basic body of information about social media as well as application in regards to strategy within the organization. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 220 Principles of Marketing

This course provides an overview of the principles and applications of marketing in organizations. Topics include the marketing process and strategic planning, the global marketing environment, developing marketing opportunities and strategies, developing the marketing mix through product development, pricing strategies, distribution channels, promotion techniques, managing marketing through customer relationships, social responsibility, and marketing ethics. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 226 Export Management and International Business Strategy

This course focuses on the marketing decisions and management processes involved in developing export operations. Students will evaluate the key procedural activities required in exporting, define financial components of exporting, and analyze political/legal constraints needed for successful market entry. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 230 Customer Relationship Management

The focus of this course is to explore the role of customer relationship management (CRM) in today's business environment. Topics will include CRM theory, data management, and the impact of CRM on the firm, ethics, and global relationships. The course will also explore how CRM affects different functional units of a firm. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 235 Entrepreneurship

This course provides instruction in the theory, tools, and techniques for launching and managing entrepreneurial businesses. Topics include exploring entrepreneurial opportunities and the related ethical, legal, and regulatory environments, determining competitive advantage strategies, and developing business plans. Additional topics include analyzing sources of funding, developing marketing strategies, managing human resources, managing risk, insurance, and other operations processes, and evaluating financial performance. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 247 Advertising and Public Relations

This course encompasses advertising and public relations techniques and concepts. Students will explore the role of advertising, with a focus on the structure, environment, and strategy of advertising, and the role of public relations, with a focus on profit and nonprofit public relations programs. Topics include the advertising environment, ethical issues and social responsibility, advertising background, planning, and strategy, advertising media, copywriting, design and production, and public relations and promotions. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 251 Contracts and Procurements

This course examines the fundamental approaches to contracting and procurement processes. Topics include planning, solicitation, source selection, contract administration and completion contract law types, bid invitation, bid evaluation contract and procurement strategies, legal issues, contract pricing alternatives, RFP development, and source selection. 3.00 semester credit hours. Prerequisite: BU 206 Business Law I. Corequisite: None.

BU 265 Internship (Associate's Degrees)

This course will cover the real-work experience, along with classroom instruction, for entering the workplace. Topics will cover interviewing, networking, résumé preparation, workplace etiquette, and learning on the job. Additional topics are employment communications and management issues. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 3.00 semester credit hours. Prerequisites: Final semester, PGPA of at least 2.50, and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

BU 270 Research Project

Students select a topic or project, with instructor approval. This course prepares students to understand the research project in the business environment. Students will be required to complete a professional white paper and give an oral presentation. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

BU 275 Consumer Behavior

The focus of this course is on the internal and external factors influencing consumer behavior. Topics will cover consumer motivations, personality and consumer behavior, consumer perception, consumer learning, consumer attitude formation and changes, group influences on individual consumer behavior, family influences on consumer behavior, cultural and sub-cultural influences on consumer behavior, and the consumer decision-making process. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 276 Enterprise Resource Planning/SAP Systems

This course explains how the fundamental business processes interact with SAP Enterprise Resource Planning (ERP). Students will get hands-on experience with SAP modules (sales and marketing, production, procurement, finance, and controlling). This course introduces key processes supported by modern ERP systems. It examines in-depth the core concepts applicable to all ERP environments, and it explains how those concepts can be utilized to implement business processes in SAP systems. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

BU 281 Business Computers and Business Communications

The first part of this course provides an introduction to operating systems and browsers as well as word processing, presentation, spreadsheets, and e-mail applications used in office productivity software. The second part of this course presents an overview of technology-based issues within a business environment. Topics include the concept of digital firms and ERP systems in the areas of marketing, operations, human resources, manufacturing, finance, social networking, and supply-chain management. Additional areas to be discussed are privacy issues, government regulations, and technology on a global scale. 7.00 semester credit hours. Prerequisites/Corequisites: None.

BU 302 Leadership and Organizational Behavior

The focus of this course is to introduce students to the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. The overall goal of this course is to develop an understanding of the key issues managers need to master in order to manage the interface between people and organizations. Topics include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 305 Administrative Law

This course examines the form, organization, and function of administrative agencies in the context of a democratic constitutional system. The course looks at agency rule-making, enforcement, and adjudication and also examines the legislative, executive, and judicial control of those functions. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 307 Organizational Change

This course analyzes how change affects an organization and how that change can be managed. The principle objective is to provide a discussion of change in relation to the complexities of organizational life. The course is comprehensive in its coverage of the significant ideas and issues associated with change at all levels of organizational activity. Topics include organization structure, design and change, organizational politics, management and leadership, and organizational culture and change. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 310 Business Law II

This course provides a study of the American legal system and its effect on both national and international business and business organizations as well as an overview of the ethical issues that businesses encounter. Topics include banking in the digital age, creditor rights, agency and employment issues, the regulation of business organizations, investor protection and insider trading, analyzing risk-bearing devices, real property issues, commercial contracts in an international setting, and payment methods for international transactions. 3.00 semester credit hours. Prerequisite: BU 206 Business Law I. Corequisite: None.

BU 327 Business Ethics

The focus of this course is to explore the role and importance of business ethics in the workplace. The student will develop an understanding of the concepts and principles of business ethics as they relate to employees and employers, business to business, and on a corporate level. Students will examine business ethics, employee relations, and managerial decision-making processes through discussion and analysis of cases involving ethical issues. Topics will include ethical and moral issues in the workplace, distinguishing between the law, morals, and ethics, the relationship between ethics and social responsibility, and consequences of unethical/ethical decisions. 3.00 semester credit hours. Prerequisite: BU 206 Business Law I. Corequisite: None.

BU 328 Product Development and Innovation

This course explores the importance of new product development. Innovation is examined from the following perspectives: product development, internal process improvements, and strategic shifts. At the end of this course, students will demonstrate knowledge of how to successfully develop and promote a new product. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 329 Managing Project Teams

This course provides an in-depth coverage of the project manager's role and responsibility in managing a project team. The course focuses on coordinating the human factors and resources necessary for a project's success. Topics include effective team building and management, the human resource role and responsibility of the project manager, interfacing with stakeholders, organizational structure, communication planning, leadership, performance reporting, and resolving conflict. 3.00 semester credit hours. Prerequisite: BU 302 Leadership and Organizational Behavior. Corequisite: None.

BU 331 Managing Information Systems

This course will present a multidisciplinary approach to integrating the behavioral, organizational, operational, and technical aspects of information system concepts and structures. Emphasis is on the internal management of information resources and the management of information technology. Coverage of the subject matter will be through case studies, lectures, class discussion, projects, independent readings, and research. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

BU 332 Small Business Development and Planning

This course focuses on developing and crafting a business plan. Students will be asked to evaluate the advantages and disadvantages of various small business ownership forms. Students will also be required to review the business environment for market entry. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 336 The Art of Negotiation

This course develops the techniques and skills necessary for successful negotiations with various business entities. This course will cover the strategies and tactics used to create win-win contracts and agreements. Students will engage in negotiation simulations that will provide a greater understanding and appreciation for negotiating. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 337 International Banking and Finance

This course focuses on the theory of domestic and international banking and the evaluation of monetary values. Students will examine growth of international trade and capital flows, evaluate the foreign exchange market, and predict the risks involved in the foreign exchange market. Topics covered include investment capital, balance of payments, exchange rates, and mergers and acquisitions. 3.00 semester credit hours. Prerequisite: AC 220 Finance. Corequisite: None.

BU 342 Quality Management

This course provides a comprehensive overview of the specific tools and fundamental principles of total quality and continuous improvement in the project environment and explores methods to implement a management-improvement program effectively. Topics include principles of quality management, quality planning, quality assurance, and statistical quality control tools including Six Sigma. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 345 Project Management

This course provides instruction in the principles and concepts of project management. Topics include project management concepts, needs identification techniques, proposed solutions preparation, the project life cycle, the project manager's responsibilities and skills, the composition of an effective project team, types of project organizations, project communication and documentation, project planning, scheduling, and control, resource planning, and cost planning and performance evaluation. 3.00 semester credit hours. Prerequisite: None. Corequisite: None.

BU 350 Psychometrics

This course analyzes classical and modern psychometric theory and application. Topics include basic formulations, composite tests, validity and reliability, test length, criterion-referencing applications, norm-referencing applications, factors affecting precision, estimation, production, item parameters, test construction, and test equating. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 361 Cross-Cultural Management Dimensions

This course focuses on the development of communication skills needed by managers who engage in business across cultures. Students will examine cultural aspects of verbal and nonverbal communication, learn how to minimize cultural bias, demonstrate effective problem solving, and discuss how to staff, train, and compensate employees in an international setting. 3.00 semester credit hours. Prerequisites: BU 106 Introduction to Management and SS 310 Cultural Diversity. Corequisite: None.

BU 375 Professional Selling and Sales Management

This course combines the topics of personal selling and sales force management. Topics include the planning and implementation of personal selling activities, the sales process from initial contact to post-closing follow up, and the management of the sales force. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 381 Leadership and Project Management

The first part of this course introduces students to the basic principles of human behavior that effective managers use when managing individuals and groups in organizations. The overall goal is to develop an understanding of the key issues managers need to master in order to manage the interface between people and organizations. Topics include theories relating to individual differences in abilities and attitudes, attribution, motivation, group dynamics, power and politics, leadership, conflict resolution, organizational culture, and organizational structure and design. The second part of this course provides instruction in the principles and concepts of project management. Topics include project management concepts, needs identification techniques, proposed solutions preparation, the project life cycle, the project manager's responsibilities and skills, the composition of an effective project team, types of project organizations, project communication and documentation, project planning, scheduling, and control, resource planning, and cost planning and performance evaluation. 6.00 semester credit hours. Prerequisites/Corequisites: None.

BU 382 International Economics and Business Management

The first part of this course focuses on the theory of domestic and international banking and the evaluation of monetary values. Students will examine growth of international trade and capital flows, evaluate the foreign exchange market, and predict the risks involved in the foreign

exchange market. Topics covered include investment capital, balance of payments, exchange rates, and mergers and acquisitions. The second part of this course offers a comparative analysis of business practices in the global economy with emphasis on international economic factors and institutions. Topics include the national environments of international business, the role of culture, trade and exchange rates, financial issues, marketing strategies and business development, international management, and the impact of government policies. 6.00 semester credit hours. Prerequisites/Corequisites: None.

BU 396 Managing Project Risks

This course provides an in-depth coverage of the skills that identify and measure risks in project development. Topics include identifying and ranking risk, analyzing the impact of risk to a project, and managing risk in a project to achieve positive project outcomes while minimizing the negative effects of risk. The student will use different quantitative and qualitative tools to determine and monitor the impact of risk to a project. 3.00 semester credit hours. Prerequisite: BU 345 Project Management. Corequisite: None.

BU 403 Constitutional Law

This course is designed to give the student a basic knowledge of constitutional law, as well as the structure of the federal government (executive, legislative, and judicial), with emphasis on the judicial branch and the workings of the Supreme Court of the United States. 3.00 semester credit hours. Prerequisites/Corequisites: None.

BU 406 International Business

This course offers a comparative analysis of business practices in the global economy with emphasis on international economic factors and institutions. Topics include the national environments of international business, the role of culture, trade and exchange rates, financial issues, marketing strategies and business development, international management, and the impact of government policies. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 407 Quantitative Decision Making

This course presents an overview of problem modeling and decision making. The class will introduce students to several quantitative models applicable to problems in a variety of functional areas of business. Students will be able to apply quantitative analysis to real-world management problems. 3.00 semester credit hours. Prerequisite: MA 204 Trigonometry, or MA 225 Trigonometry and Pre-Calculus, or MA 320 Statistics. Corequisite: None.

BU 413 Project Planning

This course will provide an in-depth review of the tools of project planning as well as the communication and human resource issues within the enterprise. 3.00 semester credit hours. Prerequisite: BU 345 Project Management. Corequisite: None.

BU 421 Operations Management

This course provides students with the tools they need to analyze processes in order to create value across a network of customers, enterprises, and supply chain partners. This course will explore the role of management and how communication tools are used to efficiently manage operations across a global supply chain. 3.00 semester credit hours. Prerequisite: AC 216 Accounting II. Corequisite: None.

BU 440 International Marketing

The focus of this course is on marketing theory and methods as they apply to world markets. Among the topics included are the importance of linking international marketing with the overall strategy of the business, examining the influence of culture, discussing political and legal issues, and examining economic issues in global strategies. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 442 Cost and Time Management

This course encompasses cost and time management techniques and concepts. Students will explore the techniques used in cost and time management as part of the decision-making process and apply project cost and time concepts to the final project. Topics include cost and benefit estimating, cost budgeting, cost control, managing resource allocation, monitoring project costs, and integrating project costs and schedules. 3.00 semester credit hours. Prerequisite: BU 407 Quantitative Decision Making. Corequisite: None.

BU 447 Marketing Research

This course is designed to provide students with an overview of marketing research methods and analysis of the marketing data using SPSS. Topics include the different methods of marketing research, the issues that arise at each stage of the marketing research process, problem definition, research objectives, questionnaire design, sampling and data collection, data analysis, and communicating research findings and their implications to various constituencies. 3.00 semester credit hours. Prerequisites: BU 220 Principles of Marketing and MA 320 Statistics. Corequisite: None.

BU 450 Marketing Strategy

This course builds on previous marketing and sales courses and provides a strategy perspective that extends beyond the traditional management focus of the marketing mix. Topics include an overview of a market-driven strategy, target market strategies, marketing program

development, a marketing organization, and the implementation and control of a marketing strategy. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 461 Human Resource Management

This course focuses on the role of management in the staffing of a business and development of human resources. Topics include planning, organizing, and staffing issues, how to develop and direct staff, and controlling human resources in businesses. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

BU 470 International Human Resource Management

This course explores international human resource activities, polices, issues, and trends relating to managing people in a multinational context. Topics include recruitment, staffing, training, compensation, performance management, international industrial relations, and international human resource trends. 3.00 semester credit hours. Prerequisites: BU 461 Human Resource Management, HR 100 Introduction to Human Resource Management, and SS 310 Cultural Diversity. Corequisite: None.

BU 482 Strategic Management

This course provides an opportunity to develop strategic management knowledge and skills used in a business environment. Topics include strategic management principles, assessing the external and internal environments of businesses, and developing and implementing strategies. Students will discuss how to adapt to changing environments using the principles of strategy, execution, and evaluation. 3.00 semester credit hours. Prerequisite: BU 220 Principles of Marketing. Corequisite: None.

BU 491 Capstone Project

This is an integrative course that allows students to identify a real-world problem and provide a recommended solution. Each student selects a topic or project with instructor approval and completes a paper which documents the process including the use of industry standard research methods. Students are required to make a professional oral presentation of their project analysis and recommendations. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

BU 495 Internship (Bachelor's Degrees)

The course is the final class in the undergraduate experience. The students will participate in an eight-week "on-the-job" experience, where they will participate as a full-time employee within an organization. Classroom topics will cover communication within the organization, organizational missions and cultures, employee etiquette, and current issues that occur in the workplace. The students will be evaluated by both faculty and the supervisor from the sponsor organization. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 3.00 semester credit hours. Prerequisites: Final semester, PGPA of 2.50 or better, and PD 214 AA/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(CJ) CRIMINAL JUSTICE

CJ 105 Introduction to Criminal Justice

This course provides instruction on the components of the American criminal justice system: courts, police, and corrections. Students will utilize critical thinking skills to discern the balance between individual rights and public order as they pertain to the criminal justice process. Students must demonstrate knowledge of the criminal justice system and processes through examinations, assigned papers, and reports. Additionally, students will participate in field and classroom experiences created to explore the various career opportunities within the criminal justice system. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 115 Criminal Law

This course covers the key components of criminal law and its enforcement. While the primary focus is substantive criminal law, other topics include an overview of the criminal law process, defenses, and jurisdiction of the courts. The primary emphasis is on substantive criminal law, including its statutory codification. The course will examine crimes against persons, property, and peace and order in detail and analyze the essential elements and burdens of proof required for a conviction. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 120 Introduction to Criminology

The course is a theoretical study of crime, its causes, and crime prevention and control. The student will examine the field of criminology and obtain an appreciation for how research models are used to better understand and explain criminal behavior and society's response to it. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 130 Introduction to Law and Judicial Process

This course covers the major structures, basic legal concepts, and legal procedures that regulate the criminal court system. The course also examines the roles of key participants and the effect of Appellant and Supreme Court decisions on the criminal law process. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 140 Report Writing and Communication

This course is designed to introduce the student to verbal and written law enforcement communication. The course provides knowledge, skills, and practice in the areas of interviewing, interrogation, and report writing. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 200 Introduction to Corrections

This course covers the basics of corrections, including historical events and social issues which have shaped our current systems. This course also covers functions of corrections today including contemporary prison populations, custodial structure, prisoner rights and legal issues, capital punishment, community corrections programs, and developing issues. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 205 Multicultural Issues in Criminal Justice Management

This course teaches students about law enforcement's challenge of respecting and acknowledging cultural differences while fulfilling the responsibility of channeling the strengths of this diversity. This course effectively covers a variety of populations: gangs, immigrants, the mentally ill, the homeless, and many more. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 210 Law Enforcement Security

This course provides a comprehensive overview of private security including its increasing role in the criminal justice system and homeland security. 3.00 semester credit hours. Prerequisite: CJ 130 Introduction to Law and Judicial Process. Corequisite: None.

CJ 220 Ethics in Law Enforcement

This course covers the basics of public administration and the ethical issues of public service. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 230 Evidence Forensics

This course covers the law model and types and current rules of evidence acquisition. 4.00 semester credit hours. Prerequisite: CJ 130 Introduction to Law and Judicial Process. Corequisite: None.

CJ 240 Patrol Procedures

In this course, the student will learn "the mindset of a prepared officer." The student will learn the importance of the following: patrol, objectives and preparation for patrol, skills of observation, memory and details, procedures for stopping vehicles and dealing with pedestrians, and responding to requests for emergency service. The student will also learn how officers are trained to be objective in observation techniques and advanced patrol procedures that are conducive to officer survival. Students will learn memory skills, observation techniques, and procedures for simple traffic and felony stops as well as emergency driving skills. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 250 Juvenile Justice

This course will bring the student with an interest in public safety and criminal justice into the American juvenile justice system. The student will learn about the laws and procedures that govern the way juveniles are handled by the police and the court, the reasons for them, and how to apply them in the everyday discharge of the law enforcement officer's duty. This course covers the basics of juvenile justice, from entry into the system by way of law enforcement to prosecution, rehabilitation, and corrections. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 294 Career Internship

This is an open elective course in associate-degree programs that students take in their final semester. The career internship course is designed for students interested in pursuing a career in criminal justice. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. 4.00 semester credit hours. Prerequisites: Final Semester, PGPA of 2.50, and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

CJ 300 Criminalistics

This course covers the nature of physical evidence with a study of the current technologies available to crime laboratory personnel. 4.00 semester credit hours. Prerequisite: CJ 230 Evidence Forensics. Corequisite: None.

CJ 305 Supervising and Managing Criminal Justice Personnel

This course is a survey of timely, emerging, and important personnel supervision and management issues inherent to criminal justice organizations. Problem solving, team building, procedures, and policies for common personnel issues will be explored. 3.00 semester credit hours. Prerequisite: BU 106 Introduction to Management. Corequisite: None.

CJ 310 Criminal Investigation

This course is an introduction to criminal investigation and the investigative process. Current issues in criminal investigations will be studied along with true case studies. 4.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 320 Civil Liability in Public Safety

This course provides a study of all aspects of civil liability in the performance of public safety functions. It examines sources of civil liability exposure for public safety officers and their agencies. The course examines tort theory, vicarious liabilities, immunities, and damages as they apply to public safety entities and their personnel. The course will also examine similarities and differences between state and federal forums. 3.00 semester credit hours. Prerequisite: CJ 115 Criminal Law. Corequisite: None.

CJ 400 Criminal Psychology

The psychology of crime is a subdivision of the general field of forensic psychology. This course introduces and explores the concept of criminal behavior using an interdisciplinary approach with a primary focus on the psychological perspective. This study will include human nature theories as well as psychological criminology and criminal profiling. 3.00 semester credit hours. Prerequisite: PS 101 Psychology. Corequisite: None.

CJ 405 Contemporary Issues in Criminal Justice Management and Supervision

This course is an assessment of problems confronting administrators of criminal justice and law enforcement agencies and recent efforts to enhance the capability of agencies to control criminal activity while guarding individual liberties. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice.

CJ 410 Fiscal Budgeting in Criminal Justice Agencies

This course covers the logic and process of budgeting for the public official and administration, including methods and practices, capital budgeting, public infrastructure investment, and project evaluation, through revenue sources and administration. 4.00 semester credit hours. Prerequisite: MA 107 College Algebra. Corequisite: None.

CJ 420 Narcotics and Drug Abuse

This course evaluates conservative and liberal views on crime-control proposals, guns, crimes, drug policies, the war on drugs, and the legalization of drugs. This course communicates complex ideas about how the criminal justice system operates and is affected by politics. The basics of current drugs and their effects are studied and evaluated. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CJ 430 Financial Crimes

This course explores financial crimes and their impact on society. The course will include topics such as types of fraud, identity theft, counterfeit documents, and internet crimes. The course will explore how these crimes have evolved and the use of financial crimes to fund terrorism and the drug trade. The course will give the student an overview of each type of financial crime and the methodology for investigation and prosecution. 3.00 semester credit hours. Prerequisite: CJ 105 Introduction to Criminal Justice. Corequisite: None.

CJ 491 Criminal Justice Capstone Project

This is an integrative course that allows students the opportunity to identify a real-world problem and propose a recommended solution. Each student selects a topic or project, with instructor approval, and completes a paper which documents the process including the use of industry standard research methods. Students are required to make a professional oral presentation of their project analysis and recommendations. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(CO) CO-OPERATIVE EDUCATION

CO 301 Co-Op I

This course is one of two co-operative education (co-op) courses that are available for students as an elective in the sophomore or junior years of their bachelor's degree. The co-op experience is similar to an externship taken at the end of a program but is experienced earlier in the degree program. The intent is to give the student a taste of the professional world earlier in their degree work. Like an externship, the students will participate in an eight-week "on-the-job" experience, where they will participate as a temporary employee within an organization. Classroom topics will cover communication within the organization, organizational missions and cultures, employee etiquette, and current issues that occur in the workplace. Students will be evaluated by both faculty and the supervisor from the sponsor organization. The co-operative education courses may be taken singularly, in series, or concurrently in the same academic period, depending on whether a student wishes a part-time or full-time experience. 3.00 semester credit hours. Prerequisite: PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

CO 302 Co-Op II

This course is second of two co-operative education (co-op) courses that are available for students as an elective in the sophomore or junior years of their bachelor's degree. The co-op experience is similar to an externship taken at the end of a program but is experienced earlier

in the degree program. The intent is to give a student a taste of the professional world earlier in their degree work. Like an externship, students will participate in an eight-week "on-the-job" experience, where they will participate as a temporary employee within an organization. Classroom topics will cover communication within the organization, organizational missions and cultures, employee etiquette, and current issues that occur in the workplace. Students will be evaluated by both faculty and the supervisor from the sponsor organization. The co-operative education courses may be taken singularly, in series, or concurrently in the same academic period, depending on whether a student wishes a part-time or full-time experience. 3.00 semester credit hours. Prerequisite: PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(CT) CHIROPRACTIC TECHNICIAN

CT 120 Introduction to Chiropractic Foundations and Philosophy

This course focuses on principles that are the basis of the practice of chiropractic. This course investigates the terminology and rationalization of chiropractic practice and care. It examines the body systems associated with chiropractic healthcare and describes the basis of subluxation and secondary conditions associated with subluxation. Attention is placed on the body's innate ability to heal itself. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CT 160 Chiropractic Office Procedures and Insurance Claims

This course focuses on introducing the student chiropractic technician to office procedures in chiropractic healthcare. Students investigate patient record management, operation of basic office equipment, and office visit communication. Exploring patient accounting practices and billing accounts in different insurance coverage situations such as HMO, PPO, Medicare, Medicaid, general, supplemental, and secondary insurance, are covered. 3.00 semester credit hours. Prerequisites/Corequisites: None.

CT 170 Chiropractic Office Radiographic Dynamics

This course focuses on preparing students in the techniques of X-ray physics for X-ray positioning, processing, production, and radiation protection. Students will study the basics of physics used in the production of radiation. 3.00 semester credit hours. Prerequisites/ Corequisites: None.

CT 175 Chiropractic Radiographic Positioning

Students will develop skills in patient positioning for various X-ray views and focus on views of the axial skeleton, with additional extremity positioning. This course includes instruction in patient habitus, positioning, equipment manipulation, and radiographic quality. Students will be oriented in the basic operation of equipment used in the field. 3.00 semester credit hours. Prerequisites: CT 120 Introduction to Chiropractic Foundations and Philosophy and CT 170 Chiropractic Office Radiographic Dynamics. Corequisite: None.

CT 180 Chiropractic Office Procedures Internship

This course provides students with actual office procedure experience in a chiropractic office. It introduces the student to federal and state employment laws, HIPPA, universal precautions, and OSHA. The experience gives the student the opportunity to function as a chiropractic technician in the office role. 2.00 semester credit hours. Prerequisites: CT 160 Chiropractic Office Procedures and Insurance Claims and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

CT 190 Chiropractic Physiologic Therapeutics

This course establishes therapeutic procedures and theories that are used in chiropractic practice. Emphasis will be placed on the application and safe, appropriate use of treatment modalities. Students will learn indications and contraindications for pathologies and the use of physiologic therapeutics. Topics covered include procedures and equipment used in administering physiological therapeutics, including cryotherapy, thermotherapy, ultrasound, electrical muscle stimulation, cold laser, traction, and therapeutic exercises related to stretching and strengthening. 3.00 semester credit hours. Prerequisite: CT 120 Introduction to Chiropractic Foundations and Philosophy. Corequisite: None.

CT 270 Chiropractic Examination and Patient Education

This course investigates the aspects of a chiropractic examination, including vital signs and patient health history. Students will record orthopedic and neurological tests. Other topics include patient education, establishing communication skills, and teaching patients to follow the chiropractic physician's educational goals for health and recovery. 3.00 semester credit hours. Prerequisite: CT 120 Introduction to Chiropractic Foundations and Philosophy. Corequisite: None.

CT 280 Chiropractic Radiographic and Physiologic Therapeutics

Students continue to establish the knowledge in previous coursework of radiography and physiologic therapeutics in the chiropractic healthcare environment. This course provides the student with hands-on experience in the chiropractic office to further develop skills. 4.00 semester credit hours. Prerequisites: CT 175 Chiropractic Radiographic Positioning and CT 190 Chiropractic Physiologic Therapeutics. Corequisite: None.

CT 290 Chiropractic Insurance Application Internship

This internship provides the chiropractic technician student with everyday office experience. Students take part in clinical internship sites and perform entry-level tasks with patients, staff, and doctors. Students will experience various aspects of working in the coding field including

CPT-4 and ICD-9/ICD-10 coding. 3.00 semester credit hours. Prerequisites: CT 160 Chiropractic Office Procedures and Insurance Claims and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(DH) DENTAL HYGIENE

DH 105 Dental and Medical Terminology

This course introduces the foundations of the language of medicine and dentistry. Students will develop medical and dental vocabulary through the study of the structures, functions, diagnostic procedures, pathology, and treatment procedures of the body systems. The course explains the composition of medical and dental terms by exploring prefix, root combination, and suffix divisions along with word composition. Common medical and dental procedures and practices are discussed along with disease processes. 1.00 semester credit hour. Prerequisites: MA 107 College Algebra, SC 165/SC 165L Microbiology/Lab, and SC 229 Fundamentals of Anatomy and Physiology II. Corequisite: None.

DH 111 Medical Emergencies in Dentistry

This course provides a study of the most common medical emergencies in the dental setting and appropriate treatment measures. It includes identifying and managing medically compromised dental clients in the dental hygiene clinic and provides for BLS/CPR certification. 2.00 semester credit hours. Prerequisites: MA 107 College Algebra, SC 165/SC 165L Microbiology/Lab, and SC 229 Fundamentals of Anatomy and Physiology II. Corequisite: None.

DH 119 Orofacial Structures

This course provides information on the nomenclature, morphology, anatomy, physiology, and histology of the oral cavity. Special emphasis is placed on characteristics of the primary and permanent dentition, including crown and root formation. Components of the tooth structure, characteristics of the supporting tissues, eruption and exfoliation patterns, and related dental terminology will also be discussed. Students will be introduced to the anatomical structures involved with the head and neck. Bones of the face and skull, muscles of the oral cavity and surrounding tissues, and nerve and blood supply avenues will be covered. Students will become familiar with anatomical landmarks related to dentistry. Human development of the skeletal, muscular, circulatory, and nervous systems will be stressed, with an emphasis on their relation to the oral cavity. 3.00 semester credit hours. Prerequisites: DH 105 Dental and Medical Terminology, DH 111 Medical Emergencies in Dentistry, SC 150 Principles of Nutrition, and SC 185/SC 185L General Chemistry/Lab. Corequisite: None.

DH 122 General and Oral Pathology

This course is designed to provide information on developmental disturbances, disease and their microbiological origin, and/or manifestations associated with various diseases and disorders. Topics include cause of disease, process of information and repair, autoimmune diseases, characteristics of neoplasms, nature of diseases and anomalies of the teeth, oral cavity, and supporting tissues. Common pathology, such as dental caries, neoplasias, oral lesions, benign and malignant conditions, oral cancer, temporomandibular disorders, and various cysts and tumors, will be identified and discussed. Emphasis will be placed on clinical recognition of pathological conditions as well as contributing factors. 3.00 semester credit hours. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: None.

DH 141 Oral Histology and Embryology

This course is an introduction to general histology, embryological development of the face and oral cavity, development of teeth, eruption, and exfoliation. Tooth structures, including enamel, dentin, cementum, and pulp, will also be covered. Additional topics include periodontal ligament, oral mucosa and salivary glands, and developmental tooth anomalies. 2.00 semester credit hours. Prerequisites: DH 105 Dental and Medical Terminology, DH 111 Medical Emergencies in Dentistry, SC 150 Principles of Nutrition, and SC 185/SC 185L General Chemistry/Lab. Corequisite: None.

DH 199 Dental Hygiene Preclinical

This course prepares the student with the introductory knowledge and skills to properly and safely handle material and equipment in the dental clinic. It will prepare the students to provide clinical dental hygiene services. Students will also be learning the techniques for sterilization, infection control protocols, managing medical emergencies, and taking and recording medical histories, including vital signs. Students will be introduced to the instruments utilized by the dental hygienist and will also perform basic dental hygiene procedures. Topics include oral prophylaxis, including scaling and root planing, instrumentation techniques, and oral health instruction and education. 1.00 semester credit hour. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: DH 199C Dental Hygiene Preclinical Practice.

DH 199C Dental Hygiene Preclinical Practice

This course prepares the student with the introductory knowledge and skills to properly and safely handle material and equipment in the dental clinic. This laboratory course will prepare the students to provide clinical dental hygiene services. Students will learn the techniques for sterilization, infection-control protocols, managing medical emergencies, and taking and recording medical histories, including vital signs. Students will be introduced to the instruments utilized by the dental hygienist and will also perform basic dental hygiene procedures. Topics

include oral prophylaxis, including scaling and root planing, instrumentation techniques, and oral health instruction and education. In addition to laboratory skills performed on manikins, students will participate in dental hygiene observation sessions and begin treatment on classmates. 3.00 semester credit hours. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: DH 199 Dental Hygiene Preclinical.

DH 210 Dental Management and Technologies

In this course, the student will be introduced to the responsibilities of office management and administration. Specific topics include scheduling and appointment control, records management, recall systems, financial transactions, communication techniques, inventory control and cost analysis, HIPPA, and application of dental practice management software and systems. Students will also explore technology used in the dental clinic and its impact on dental management. 2.00 semester credit hours. Prerequisites: DH 119 Orofacial Structures and DH 141 Oral Histology and Embryology. Corequisite: None.

DH 219 Introduction to Patient Care

This course contains didactic instruction that correlates to subjects and procedures in the pre-clinical lab course. Students will receive in-depth information pertaining to introductory dental hygiene techniques and clinical practice. Emphasis is on current theories and scientific principles, prevention of disease transmission, professional and ethical treatment of patients, clinical preparation, and comprehensive patient care. Topics include infection control protocols and recording patient medical/dental histories. Students will gain the knowledge necessary to provide dental hygiene assessments, perform a dental hygiene diagnosis, and prepare a care plan. Students will understand the implementation and evaluation phases of assessment. Topics covered will be studied in detail. Students will study and practice effective communication techniques. 2.00 semester credit hours. Prerequisites: DH 210 Dental Management and Technologies, DH 290 Phramacology for the Dental Hygienist, and DH 305 Cultural Diversity in Dental Hygiene. Corequisite: None.

DH 226L Dental Hygiene Materials Lab

This course consists of laboratory experiences studied in DH 226 Dental Hygiene Materials and provides the skills necessary for commonly used dental materials and equipment utilized by the dental hygienist to ensure quality patient care. Laboratory exercises include, but are not limited to, application of pit and fissure sealants, polishing amalgams, impressions, pouring and trimming study models, and custom tray fabrication. 1.00 semester credit hour. Prerequisites: DH 122 General and Oral Pathology, DH 130 Pharmacology for the Dental Hygienist, DH 135 Periodontology, DH 140 Dental Hygiene Seminar II, DH 140L Dental Hygiene Seminar II Lab, and DH 143C Dental Hygiene Clinical Practice I. Corequisite: DH 226 Dental Hygiene Materials.

DH 250 Principles of Dental Radiography

This course includes the history of dental radiography, image and x-ray production, radiation safety, patient protection, and quality assurance. Proper processing techniques and the importance of high-quality dental radiographs will be stressed. Students will be familiar with both the paralleling and bisecting techniques used to expose dental radiographs. Intraoral and extra-oral techniques will be discussed. 2.00 semester credit hours. Prerequisites: DH 210 Dental Management and Technologies, DH 290 Pharmacology for the Dental Hygienist, and DH 305 Cultural Diversity in Dental Hygiene. Corequisite: None.

DH 285 Community Dental Health

This course introduces the student to current issues related to community dental health. Community dental health practices will be compared to clinical private dental facilities. Epidemiological methods, analysis of research findings, problem and study selection and evaluation, as well as research, planning, and design for community based dental programs, will be discussed. Students will gain an understanding of the role of community dental health opportunities as they relate to the entire community. The effectiveness and accessibility of community dental healthcare will be evaluated. 2.00 semester credit hours. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 285C Community Dental Health Practicum.

DH 285C Community Dental Health Practicum

This course is the practicum portion of DH 285 Community Dental Health. The course will provide opportunities for students to observe in the community dental setting and/or provide community dental health education through public entities. This experience will provide the student exposure to current issues related to community dental health. 1.00 semester credit hour. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 285 Community Dental Health.

DH 290 Pharmacology for the Dental Hygienist

This course introduces the student to a variety of drug categories, with emphasis placed on commonly prescribed medications and drugs utilized in the dental office. The physical and chemical characteristics of drugs, routes of administration, therapeutic and side effects, precautions, drug interactions, and contraindications to dental treatment will be covered. 2.00 semester credit hours. Prerequisites: DH 119 Orofacial Structures and DH 141 Oral Histology and Embryology. Corequisite: None.

DH 295 Radiography Interpretation

This course covers the concepts of radiographic interpretation, as required for the dental hygienist. The importance of high-quality dental radiographs will be stressed. Students will be able to identify normal and abnormal anatomy and conditions. Radiographic appearance of caries, periodontal disease, periapical lesions, restorative materials, and the interpretation of the classification of periodontal disease will be covered as well as the differences of radiopaque and radiolucent structures. 2.00 semester credit hours. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: DH 295C Radiography Interpretation Clinical.

DH 295C Radiography Interpretation Clinical

This course includes learning the techniques for exposing quality films and proper processing. The importance of high-quality dental radiographs will be stressed. Students will become familiar with both the paralleling and bisecting techniques used to expose dental radiographs. Students will expose radiographs on both the Dexters (manikins) and patients. Intraoral techniques are utilized, and extra-oral techniques will be demonstrated. Students will expose, mount, and evaluate full-mouth radiographs, including bitewings. 1.00 semester credit hour. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: DH 295 Radiography Interpretation.

DH 299C Dental Hygiene Clinical Practice I

Students will provide direct patient care in a supervised clinical setting in this course. The clinical experiences will include patient assessment, dental hygiene diagnosis, oral prophylaxis, periodontal therapy, oral health education, and radiographs. Students will provide dental hygiene care to class I and II patients. Emphasis will be placed on the students' ability to demonstrate comprehensive treatment planning. Students will be required to use the SOAP method of documentation. 3.00 semester credit hours. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: None.

DH 301 Dental Hygiene Research

This course is designed as an introduction to the role of evidence-based dentistry (EBD) and research. The two goals of this course are: 1) to develop skills in the scientific methods of research in an effort to develop evidence based decision making for optimal patient care; and 2) to develop skills needed to critically assess current and relevant scientific literature in relation to research design and principles for individual patient care needs. To make this learning more meaningful, students will apply the knowledge gained to patient care. 3.00 semester credit hours. Prerequisites: DH 210 Dental Management and Technologies, DH 290 Pharmacology for the Dental Hygienist, and DH 305 Cultural Diversity in Dental Hygiene. Corequisite: None.

DH 302 Periodontology I

The etiology of periodontal disease, as well as the assessment, diagnosis, and treatment options, will be discussed, including clinical procedures and associated surgical interventions. The clinical, histopathological, and pathogenesis of gingivitis and periodontitis is included, and emphasis will be placed on the progression of periodontal disease and the role of the dental hygienist in the management and treatment of disease. Evaluation of periodontal treatment, the maintenance phase of periodontal treatment, and the relationship between periodontics and other disciplines in dentistry will be discussed. Roles of clinical research in the treatment of periodontal disease will also be discussed. 2.00 semester credit hours. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: None.

DH 305 Cultural Diversity in Dental Hygiene

This course focuses on cultural diversity and how to begin the journey of becoming culturally competent in our society. It examines our own cultural beliefs, values, and practices and other cultures in the dental healthcare system. This course will teach the student how to develop cultural competence by acquiring the ability to provide care to patients with diverse backgrounds, values, beliefs, and behaviors, including tailoring delivery of care to meet patients' social, cultural, and linguistic needs. The course is also designed to understand the concept of culture and the hygienist's cultural awareness of the relationships between Westernized medicine and traditional health practices and recognition of selected cultures within the United States. Providing quality patient care through understanding cultural differences will be explored. 3.00 semester credit hours. Prerequisites: DH 119 Orofacial Structures and DH 141 Oral Histology and Embryology. Corequisite: None.

DH 315 Leadership in Dental Hygiene

Leadership is an essential part of the oral health profession, and developing leadership skills is a multifaceted undertaking. This course provides the students with the opportunity to explore the leadership theories, styles, behaviors, and attitudes that enhance the delivery of patient care and professional success. Specific content includes comparing and contrasting leadership and management, personal philosophy development, dental hygiene mentorship, strategic planning, shared governance, interdisciplinary collaboration, political action, professional and team development, and healthcare trends. This course will empower the student to take charge of their career and leadership potential. 3.00 semester credit hours. Prerequisites: DH 219 Introduction to Patient Care, DH 250 Principles of Dental Radiography, and DH 301 Dental Hygiene Research. Corequisite: None.

DH 320 Clinical Theory and Scientific Basis

This course is designed to provide students with the scientific basis for dental hygiene care. Emphasis will be placed on the areas of oral health education, preventative care, and nutritional counseling. Topics include the SOAP method of documentation, diet and caries, and techniques for nutritional counseling. Students will learn the format and requirements to accurately document the subjective, objective, assessment, and planning findings for their patients. Care of instruments and instrument sharpening will be discussed. Protocol and procedural methods for the use and care of ultrasonic instrumentation will be discussed. Periodontal instrumentation and chemotherapeutics will be addressed. Students will apply the knowledge gained in this course to practical situations in the lab component as well as in the clinic. 2.00 semester credit hours. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 320L Clinical Theory and Scientific Basis Lab.

DH 320L Clinical Theory and Scientific Basis Lab

This course is a continuation of the pre-clinical lab. Emphasis will be placed on instrument sharpening, cleaning dental prostheses, the use and care of ultrasonic instruments, advanced instrumentation and probing techniques, clinical attachment levels, root morphology and root planing, application of chemotherapeutics, scaling furcations, the care of dental implants, and advanced fulcruming techniques. Students will apply the knowledge gained in the corequisite course to practical situations in the lab as well as in the clinic. 1.00 semester credit hour. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 320 Clinical Theory and Scientific Basis.

DH 326 Dental Materials

The course content provides an educational background as well as the knowledge necessary to work with commonly used dental materials and equipment utilized by the dental hygienist to ensure quality patient care. Topics covered include properties and science of dental materials, infection control and safety, direct and indirect restorative materials, fixed and removable appliances, application of pit and fissure sealants, polishing amalgams, amalgam margination, application and removal of the rubber dam, placement and removal of the periodontal dressing, suture removal, placing temporary restorations, removal of orthodontic cement, impressions/bite registrations, pouring and trimming study models, and custom tray fabrication. 2.00 semester credit hours. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: DH 326L Dental Materials Lab.

DH 326L Dental Materials Lab

This course consists of laboratory experiences studied in DH 326 Dental Materials and provides the skills necessary for commonly used dental materials and equipment utilized by the dental hygienist to ensure quality patient care. Laboratory exercises include, but are not limited to, application of pit and fissure sealants, polishing amalgams, removal of excess orthodontic resin, impressions, pouring and trimming study models, and custom tray fabrication. 1.00 semester credit hour. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: DH 326 Dental Materials.

DH 329 Pain Management

This course covers the current concepts of pain management as well as dental anxiety techniques used in the dental office. Students will be prepared to safely administer local anesthesia and nitrous oxide/oxygen inhalation therapy for use in the practice of dental hygiene. Students will study client assessment, anatomy, physiology, emergency management procedures, pharmacology, and indications/contraindications associated with the use of local anesthesia or nitrous oxide/oxygen sedation. Emphasis will be placed on selection and administration of appropriate anesthetic agents and evaluation of proper administration techniques. Legal and ethical issues associated with pain management will also be discussed. Laboratory/clinical sessions in the corequisite course include actual experiences in the administration of local anesthesia and nitrous oxide/oxygen analgesia. 2.00 semester credit hours. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 329L Pain Management Lab.

DH 329L Pain Management Lab

This course covers the current concepts of pain management and dental anxiety techniques used in the dental office. Students will be prepared to safely administer local anesthesia and nitrous oxide/oxygen inhalation therapy for use in the practice of dental hygiene. Emphasis will be placed on selection and administration of appropriate anesthetic agents and evaluation of proper administration techniques. Laboratory/clinical sessions include actual experiences in the administration of local anesthesia and nitrous oxide/oxygen analgesia, as discussed in theory in the corequisite course. 1.00 semester credit hour. Prerequisites: DH 122 General and Oral Pathology, DH 199 Dental Hygiene Preclinical, DH 295 Radiography Interpretation, and DH 315 Leadership in Dental Hygiene. Corequisite: DH 329 Pain Management.

DH 399C Dental Hygiene Clinical Practice II

Students will provide direct patient care in a supervised clinical setting in this course. The clinical experiences will include patient assessment, dental hygiene diagnosis, oral prophylaxis, periodontal therapy, oral health education, and radiographs. Students will provide dental hygiene care to class I, II, and III patients. Emphasis will be placed on the students' ability to demonstrate comprehensive periodontal treatment

planning. Students will be required to use the SOAP method of documentation. Additional clinical experiences will include the use of ultrasonic instrumentation, amalgam polishing, and application of pit and fissure sealants. 4.00 semester credit hours. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: None.

DH 402 Periodontology II

The course presents the etiology of periodontal disease as well as the histopathological and pathogenesis of gingivitis and periodontitis. Emphasis will be placed on the progression of periodontal disease and the role of the dental hygienist in the management and treatment of disease. Roles of clinical research in the treatment of periodontal disease will also be discussed. The course will focus on periodontal case studies for assessment and diagnosis and treatment options. 2.00 semester credit hours. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: None.

DH 405 Contemporary Issues in Dental Hygiene

This course examines current societal and professional issues and their impact on dental hygiene practice. Topics include, but are not limited to, advanced practice models to expand oral health services, counseling regarding smoking cessation, recent medical advances in the field of dentistry, and legal policy issues currently impacting dental hygiene. 1.00 semester credit hour. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: None.

DH 410 Diverse Needs in Patient Populations

This course focuses on dental hygiene care for individuals who are medically compromised with disease(s) and/or mental or physical disabilities. Students will learn diseases and how to manage the appointment and dental treatment involving the cardiovascular, pulmonary, gastrointestinal, genitourinary, endocrine, and neurologic systems. Students will also be introduced to autoimmune, hematologic, and oncologic diseases as well as behavioral and psychiatric disorders. Students will learn the various life stages, from infant to elderly, and the dental considerations for treatment in each stage. 2.00 semester credit hours. Prerequisites: DH 285 Community Dental Health, DH 299C Dental Hygiene Clinical Practice I, DH 302 Periodontology I, DH 320 Clinical Theory and Scientific Basis, and DH 329 Pain Management. Corequisite: None.

DH 415 Dental Hygiene Ethics and Jurisprudence

This course provides the student with ethical, legal, and professional obligations required of a dental hygienist. Content includes legal terminology and laws involving patients as well as the entire dental health team, practice management, leadership skills, research, and development theories. Professional conduct, including state rules and statutes, as published by the Minnesota Board of Dentistry, will be covered. Students are required to successfully complete the Minnesota Jurisprudence Exam to become licensed as a dental hygienist. 2.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, DH 405 Contemporary Issues in Dental Hygiene, and DH 410 Diverse Needs in Patient Population. Corequisite: None.

DH 420 Dental Hygiene Board Review

This course will provide the dental hygiene student an opportunity to review the concepts, methods, procedures, and materials studied throughout their dental hygiene education in preparation for national, regional, and state examinations. Topics include, but are not limited to, histology and embryology, anatomy and physiology, head and neck anatomy and physiology, clinical oral structures, including dental anatomy and root morphology, oral and maxillofacial radiology, general and oral pathology, microbiology and immunology, prevention of disease transmission in oral health care, pharmacology, biochemistry, nutrition and nutritional counseling, biomaterials, periodontics, the dental hygiene process of care, strategies for oral health promotion and disease prevention and control, instrumentation for patient assessment and care, management of pain and anxiety, dental hygiene care for patients with special needs including the medically compromised patient, community oral health planning and practice, medical emergencies, and ethical and legal issues. State process of licensure application will also be reviewed. 2.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, DH 405 Contemporary Issues in Dental Hygiene, and DH 410 Diverse Needs in Patient Population. Corequisite: None.

DH 425 Teaching and Theories of Learning

This course examines educational theories, methodology, assessment, and competency-based education in dental hygiene. Specific topics include didactic instructional methodologies, clinical instructional methodologies, lesson planning, and formative and summative evaluation. 3.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, and DH 410 Diverse Needs in Patient Population. Corequisite: DH 425L Teaching and Theories of Learning Practicum.

DH 425L Teaching and Theories of Learning Practicum

This course is the practicum portion of DH 425 Teaching and Theories of Learning. Students will be given practical experience to observe and apply the theories of learning and teaching covered in the corequisite course. 1.00 semester credit hour. Prerequisites: DH 326 Dental

Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, and DH 410 Diverse Needs in Patient Population. Corequisite: DH 425 Teaching and Theories of Learning.

DH 426 Clinical Practice Management

This course examines elements needed to manage a successful clinical practice. Specific topics include finance for the dental clinic, marketing, human resource management and development, technology and the dental clinic, and theories of organizational management. 3.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, and DH 410 Diverse Needs in Patient Population. Corequisite: DH 426L Clinical Practice Management Practicum.

DH 426L Clinical Practice Management Practicum

This course is the practicum portion of DH 426 Clinical Practice Management. Students will be given practical experience to observe and apply the theories of clinical management covered in the corequisite course.. 1.00 semester credit hour. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, and DH 410 Diverse Needs in Patient Population. Corequisite: DH 426 Clinical Practice Management.

DH 460 Dental Hygiene Capstone

This capstone course is designed to provide students an opportunity to synthesize, analyze, and apply their knowledge and skills through the design, implementation, and completion of a senior capstone. The student will create a paper or project that reflects comprehensive knowledge and ability to reflect, connect, and then produce work based on their learning experiences throughout the Bachelor of Science in Dental Hygiene program. 2.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, DH 405 Contemporary Issues in Dental Hygiene, and DH 410 Diverse Needs in Patient Population. Corequisite: None.

DH 499C Dental Hygiene Clinical Practice III

In this course, students will provide direct patient care in supervised clinical settings. The clinical experiences will include patient assessment, dental hygiene diagnosis, oral prophylaxis, complete periodontal therapy, oral health education, and radiographs. Students will provide dental hygiene care to all types of periodontal patients. Emphasis will be placed on the students' ability to demonstrate comprehensive periodontal treatment planning. Students will be required to use the SOAP method of documentation. 4.00 semester credit hours. Prerequisites: DH 326 Dental Materials, DH 399C Dental Hygiene Clinical Practice II, DH 402 Periodontology II, DH 405 Contemporary Issues in Dental Hygiene, and DH 410 Diverse Needs in Patient Population. Corequisite: None.

(DS) DENTAL SCIENCE

DS 101 Chairside Assisting I

This course introduces the student to the dental terminology, oral anatomy, and morphology that will be utilized in patient charting. The student will be introduced to the fundamentals of working in a dental office as a chairside assistant. It introduces concepts and techniques of basic equipment, four-handed dentistry, oral evacuation, and instrument identification and proper use. The course provides an introduction to the psychology of patient management skills necessary for effective interaction with the patient. Students will utilize oral communication skills to instruct patients in proper oral hygiene and preventive dentistry. It also will provide the students with basic nutritional concepts and their practical applications. 4.00 semester credit hours. Prerequisites/Corequisites: None.

DS 102 Pre-Clinical Dental Assisting

This course will introduce the student to the health and safety considerations for basic infection control, dental emergencies, and the disease process, including infectious diseases and disease transmission. Topics include occupational safety, personal protection, exposure control, infection control, sterilization and disinfection techniques, hazard and bloodborne pathogens standards, and waste disposal as defined by government guidelines. Government guidelines follow OSHA, CDC, and EPA standards. This course will also discuss the prevention and treatment of medical emergencies commonly found in the dental office. The student will have a basic understanding of the classification, administration, and use and effects of drugs commonly used in a dental office. 4.00 semester credit hours. Prerequisites/Corequisites: None.

DS 105 Dental Communications

This course is designed to develop the student's oral communications skills. Students will prepare and present a speech on subjects related to dentistry. Various topics covered include understanding patient behavior, human relations skills, psychology in the dental office, professional boundaries, and stress management. Through lecture, discussion, and individual and small group presentations, the student will become more confident in communicating with others. 1.00 semester credit hour. Prerequisites/Corequisites: None.

DS 107 Dental Materials

This course is designed to provide the student with the knowledge of dental materials commonly utilized in the dental office. Emphasis is placed on chemical and physical properties of individual dental materials. Topics include the uses, types, and applications for gypsum products, impression materials, waxes, cements, temporary and permanent restorative materials, resins, and bleaching trays. Students will become

familiar with laboratory procedures that are commonly performed in the dental office. Practical experience will be gained by manipulating various dental materials and working with dental equipment. 3.00 semester credit hours. Prerequisites/Corequisites: None.

DS 108 Dental Science

This course provides an overview of basic normal body structure and functions including an understanding of the common disease process and pathological conditions. Emphasis will be given to a comprehensive overview of oral anatomical structures and functions and the development of the oral cavity, as well as the structures of the head and neck and their functions. Special attention will be given to the nervous system and its relation to anesthesia. 4.00 semester credit hours. Prerequisites/Corequisites: None.

DS 110 Expanded Functions I

This course will review expanded functions that may be required of a dental assistant. It covers both didactic and laboratory training in the following expanded functions: placement and removal of a rubber dam, taking impressions for casts and appropriate bite registrations, removing excess cement, placing and removing periodontal dressings, drying root canals with paper points and placing cotton pellets and temporary restorative materials into endodontic openings, etching appropriate enamel surfaces, and applying and adjusting pit and fissure sealants. Orthodontic expanded functions that will be covered in the classroom, as well as the lab, include removing excess bonding with rotary instruments, placement and removal of ligature ties, preselecting orthodontic bands, placing and removing separators, cutting arch wires, and removal of loose bands or brackets. Various stains are covered as well as the application of bleaching agents and the fabrication, adjusting, cementation, and removal of temporary crowns/bridges. 4.00 semester credit hours. Prerequisite: DS 101 Chairside Assisting I. Corequisite: None.

DS 116 Radiology

This course will provide the student with the necessary background knowledge of ionizing radiation including the following: history of dental radiography, image and x-ray production, radiation safety, patient and operator protection, and quality assurance. Paralleling and bisecting techniques used in exposing intraoral radiographs, advantages and disadvantages of these techniques, and errors in technique will be discussed. Students will identify anatomy of the oral cavity region that appear radiographically. Students will expose, process, mount, and evaluate dental radiographs on a variety of patients for their diagnostic value. Extraoral accessory films utilized in dental offices and the procedural techniques for exposing them will be discussed. 5.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I, DS 102 Pre-Clinical Dental Assisting, DS 108 Dental Science, DS 110 Expanded Functions I, and CPR. Corequisite: None.

DS 119 Advanced Expanded Functions

This course is a continuation of Expanded Functions I and will prepare students to perform the expanded functions that may be required of a dental assistant. This course provides didactic training in the following expanded functions: mechanical polishing techniques, application of topical fluoride and medications, administration of nitrous oxide analgesia, use of a rubber dam, taking impressions for casts and appropriate bite registrations, removing excess cement, placing and removing separators, and etching appropriate enamel surfaces to apply and adjust pit and fissure sealants. This course will also cover concepts of taking vital signs, including pulse and respiration rates and blood pressure. 2.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I, DS 102 Pre-Clinical Dental Assisting, DS 108 Dental Science, DS 110 Expanded Functions I, and current CPR certification. Corequisite: DS 119L Advanced Expanded Functions Lab (MN students only) or DS 120 Clinical Applications (OH students only).

DS 119L Advanced Expanded Functions Lab (MN Students Only)

This course serves as a clinical/laboratory experience in which students will demonstrate application of the following: mechanical polishing techniques, application of topical fluoride and medications, administration of nitrous oxide analgesia, use of a rubber dam, taking impressions for casts and appropriate bite registrations, removing excess cement, placing and removing separators, etching appropriate enamel surfaces, and applying and adjusting pit and fissure sealants. 2.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I, DS 102 Pre-Clinical Dental Assisting, DS 108 Dental Science, and DS 110 Expanded Functions I. Corequisite: DS 119 Advanced Expanded Functions.

DS 120 Clinical Applications (OH Students Only)

This course requires the student to work in the dental clinic performing four- and six-handed dentistry on patients with a dentist, hygienist, and/or an EFDA. The students will be required to participate in chairside assisting, performing tasks needed for examinations, prophylaxis, and restorative procedures as well as endodontic, prosthodontic, orthodontic, periodontic, and oral surgery procedures. Laboratory techniques will involve utilizing dental materials and laboratory equipment needed for these procedures. This course requires students to expose and process radiographs, perform administrative duties, and demonstrate infection-control techniques required by regulatory and non-regulatory agencies. 2.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I, DS 102 Pre-Clinical Dental Assisting, DS 108 Dental Science, and DS 110 Expanded Functions I. Corequisite: DS 119 Advanced Expanded Functions.

DS 152 Chairside Assisting II

In this course, the student will be introduced to the different specialties in dentistry, specifically: endodontics, oral surgery, prosthodontics, periodontics, and pediatric dentistry. Through lecture and instrument identification, the student will become familiar with the procedures and

instruments used in each specialty. Current concepts of chairside assisting in general dentistry, as well as dental specialties, are presented with emphasis on the utilization of the dental assistant. Chairside Assisting II includes a clinical rotation where each student is introduced to a general office for observation and practical experience in chairside assisting. The rotation will provide the student with the opportunity to experience and participate in the duties of a dental assistant in a clinical setting. 5.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting, DS 102 Pre-Clinical Dental Assisting, and DS 108 Dental Science. Corequisite: None.

DS 204 Dental Management

In this course, the student will be introduced to the responsibilities of office management and the administrative assistant, including scheduling and appointment control, records management, recall systems, financial transactions, telephone technique, dental insurance, inventory control, and application of dental practice management software. Information regarding patient rights and privacy under the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) will also be discussed. 2.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I and DS 105 Dental Communications. Corequisite: None.

DS 207 Dental Ethics and Jurisprudence

This ethics and jurisprudence course is designed to prepare the student for their internship experience as well as the appropriate state and/or national certifications. This course provides information on the ethical, legal, and professional experiences and obligations of the dental assistant as a member of the dental healthcare team. Students will receive information on a variety of topics representative of the dental assisting profession. Topics will include, but are not limited to, the following: ethical behaviors, professional associations, legal terminology, patient rights and responsibilities, and assistant-related responsibilities. Rules and statutes published and enforced by the state dental board will be covered. Ethics and Jurisprudence is a course that aids the student in combining their didactic training and professional development skills in preparation for a comprehensive examination and entry-level employment. 2.00 semester credit hours. Prerequisites: DS 101 Chairside Assisting I and DS 105 Dental Communications. Corequisite: None.

DS 294 Dental Assisting Internship

During the internship clinical phase of training, the student will experience various aspects of working in a private dental office, group dental practice, or specialty dental office. The internship will provide the student with the opportunity to experience and participate in the duties of a dental assistant in a clinical setting. Areas such as treatment room preparation, infection control procedures, four-handed dentistry, front office procedures, laboratory procedures, and expanded functions will be emphasized. Students will learn by observing experienced dental office personnel and participating in a clinical setting under close supervision of trained healthcare professionals. 7.00 semester credit hours. Prerequisites: Final semester, PD 214 AS/AAS/BS/Diploma Internship Preparation, PGPA of 2.00, and current CPR certification. Corequisite: None.

(EC) ECONOMICS

EC 111 Principles of Microeconomics

This course provides an overview of economics and the economy from a microeconomics perspective. Topics include economic analysis, factors in the market system, market structure and pricing strategies, the availability of resource markets, supply and demand, and the impact of public policy on markets. 3.00 semester credit hours. Prerequisites/Corequisites: None.

EC 121 Principles of Macroeconomics

This course provides an overview of economics and the economy from a macroeconomics perspective. Topics include an introduction to economic concepts, the fundamentals of macroeconomics, macroeconomic theory and policy, the role of money, banking, and monetary policy, and the relationship of macroeconomics to the global economy. 3.00 semester credit hours. Prerequisites/Corequisites: None.

EC 231 Economics

The first part of this course provides an overview of economics and the economy from a microeconomics perspective. Topics include economic analysis, factors in the market system, market structure and pricing strategies, the availability of resource markets, supply and demand, and the impact of public policy on markets. The second part of this course provides an overview of economics and the economy from a macroeconomics perspective. Topics include an introduction to economic concepts, the fundamentals of macroeconomics, macroeconomic theory and policy, the role of money, banking, and monetary policy, and the relationship of macroeconomics to the global economy. 6.00 semester credit hours. Prerequisites/Corequisites: None.

(EE) ELECTRICAL TECHNOLOGY

EE 111 Electricity and Test Equipment

The principles of voltage, current, resistance, and power with their interrelationship to Ohm's law and Watt's law are covered in this course. Both DC and AC properties, with their various measurement parameters, are discussed. The operation and use of electronic test equipment,

including DC power supplies, digital multimeters, function generators, frequency counters, and oscilloscopes are covered and developed. 3.00 semester credit hours. Prerequisites/Corequisites: None.

EE 121 DC Fundamentals

This course will cover the concepts of series, parallel, and series-parallel circuits including analysis with Kirchoff's laws and network theorems. The theories of magnetism and electromagnetism needed by an electronics technician are discussed. Also covered are the principles of capacitance and inductance, their construction as components, and their operation in DC circuits. 3.00 semester credit hours. Prerequisite: EE 111 Electricity and Test Equipment. Corequisite: None.

EE 131 AC Fundamentals

The concepts of resistance, capacitance, and inductance in AC circuits are explored. These concepts are investigated in RC, RL, and RLC circuits with their relationships to impedance, phase angle, power factor, and frequency response. Transformer construction, operation, and uses are discussed. The principles of filter circuits, including low-pass, high-pass, band-pass, and band-stop filters are covered. 3.00 semester credit hours. Prerequisite: EE 121 DC Fundamentals. Corequisite: None.

(EL) ENGLISH AS A SECOND LANGUAGE

EL 081 Basic English Level 1

This course introduces the student to an overview of various topics that allow the student to interact with others using the basic English language. Vocabulary is taken from the 1,000 most frequently used words in the English language and tasks, such as talking about routines, to help them develop basic interpersonal communication skills. Topics included in this course include the alphabet, numbers, dates, commands, and general greetings. 360.00 clock hours. Prerequisites/Corequisites: None.

EL 082 Basic English Level 2

This course introduces the student to an overview of various topics that allow the student to interact with others using basic English language. Vocabulary is taken from the 1,000 most frequently used words in the English language. Tasks, such as talking about routines, help them develop basic interpersonal communication skills. Topics in this course include describing colors, objects, places, buildings, weather, parts of the body, people, ages, occupations, and locations as well as learning basic in-person and telephone communication. 360.00 clock hours. Prerequisite: EL 081. Corequisite: None.

EL 083 Basic English Level 3

This course introduces the student to an overview of various topics that allow the student to interact with others using basic English language. Topics include conversation techniques, expressing emotions, explaining problems, communicating various activities, giving instructions, telling a story, and describing similarities and differences. 360.00 clock hours. Prerequisite: EL 082. Corequisite: None.

EL 084 Basic English Level 4

This course introduces the student to an overview of various topics that allow the student to interact with others using basic English language. Topics include describing customs and cultures, describing problems and problem resolution, expressing opinions, advice, and conclusions, and other advanced conversational topics. 360.00 clock hours. Prerequisite: EL 083. Corequisite: None.

EL 085 Introduction to Conversation and Culture

This course offers first-term international or ESL students the opportunity to practice speaking and listening in American English. Topics for discussion will be broken down by vocabulary, pronunciation, idiomatic usage, colloquial language, and American culture. 45.00 clock hours. Prerequisites/Corequisites: None.

(EM) EMERGENCY MEDICAL TECHNICIAN

EM 116 EMT Basic Theory and Lab

This course introduces theory and techniques of basic emergency medical care in the pre-hospital setting and pathophysiological principles related to the recognition and management of a variety of patient conditions. 9.00 semester credit hours. Prerequisite: None. Corequisite: EM 117 EMT Basic Clinical.

EM 117 EMT Basic Clinical

The student will be placed in a field experience for 45 hours to gain experience in emergency service. 1.00 semester credit hour. Prerequisite: None. Corequisite: EM 116 EMT Basic Theory and Lab.

EM 189 Paramedic Anatomy and Physiology

This course will provide the paramedic with information about anatomy and physiology relating to each of the following body systems: integumentary, skeletal, muscular, joints, nervous and special senses. Biochemistry, cellular biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisite: None. Corequisite: EM 189L Paramedic Anatomy and Physiology Lab.

EM 189L Paramedic Anatomy and Physiology Lab

This is the lab portion of EM 189. 1.00 semester credit hour. Prerequisite: None. Corequisite: EM 189 Paramedic Anatomy and Physiology.

EM 191 Paramedic Preparation

This course introduces issues related to the practice of pre-hospital advanced life support as a career with a focus on issues common to all healthcare professions. Content areas include paramedic roles and responsibilities, well-being of the paramedic, illness and injury prevention, medical-legal-ethical issues, therapeutic communications, and medical terminology. Upon completion, the student will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT Paramedic. 2.00 semester credit hours. Prerequisites: EM 189/EM 189L Paramedic Anatomy and Physiology/Lab. Corequisites: None.

EM 192 Paramedic Operations

This course focuses on the operational knowledge and skills needed for safe and effective patient care within the paramedic's scope of practice. Content areas include pathophysiology, life span development, ambulance operations, medical incident command, rescue awareness and operations, hazardous materials incidents, crime scene awareness, and state EMS laws and rules. Upon completion, the student will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT Paramedic. 3.00 semester credit hours. Prerequisites: EM 189/EM 189L Paramedic Anatomy and Physiology/Lab. Corequisites: None.

EM 193 Patient Assessment and Management

This course provides the knowledge and skills needed to perform a comprehensive patient assessment, make initial management decisions, and communicate assessment findings and patient care verbally and in writing. Content areas include airway management, history taking, techniques of the physical examination, patient assessment, clinical decision making, communications, documentation, and assessment-based management. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 3.00 semester credit hours. Prerequisite: EM 192 Paramedic Operations. Corequisite: None.

EM 194 Paramedic General Pharmacology

This course introduces basic pharmacological agents and concepts with an emphasis on drug classifications and the knowledge and skills required for safe, effective medication administration. Content areas include general principles of pharmacology and pharmacologic pathophysiology, venous and intravenous access techniques, the metric and apothecary system, computation of dosage and solution problems, administration of pharmacologic agents, and nasogastric tube placement. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 2.00 semester credit hours. Prerequisites: EM 189/EM 189L Paramedic Anatomy and Physiology/Lab. Corequisite: None.

EM 195 Advanced Trauma Management

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for trauma patients. Content areas include the pathophysiology, assessment, and management of trauma as related to trauma systems, mechanisms of injury, hemorrhage and shock, soft-tissue injuries, burns, and head, facial, spinal, thoracic, abdominal, and musculoskeletal trauma. Theory and skills are applied to a variety of patient situations in the clinical setting with a focus on patient assessment, trauma management, advanced airway management, IV/IO initiation, and medication administration. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 6.00 semester credit hours. Prerequisite: EM 194 Paramedic General Pharmacology. Corequisite: EM 207 Paramedic Team Leadership Preceptorship.

EM 196 Cardiovascular Electrophysiology

This course introduces the cardiovascular system, cardiovascular electrophysiology, and electrocardiograph monitoring. Content areas include cardiovascular anatomy and physiology, cardiovascular electrophysiology, electrocardiograph monitoring, rhythm analysis, and pre-hospital 12-lead electrocardiogram monitoring and interpretation. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 3.00 semester credit hours. Prerequisite: EM 195 Advanced Trauma Management. Corequisite: None.

EM 197 Medical Patient Management I

This course relates pathophysiology and assessment findings to the formulation of field impression and implementation of treatment plans for specific medical conditions. Content areas include pulmonology, neurology, gastroenterology, renal, urology, toxicology, hematology, environmental conditions, infectious and communicable diseases, abuse and assault, patients with special challenges, and acute interventions for the chronic-care patient. Upon course completion, students will have demonstrated competency in those respective components of the National

Standard Curriculum for the EMT-Paramedic. 3.00 semester credit hours. Prerequisites: EM 195 Advanced Trauma Management and EM 196 Cardiovascular Electrophysiology. Corequisite: None.

EM 201 Medical Patient Management II

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific medical conditions. Content areas include endocrinology, allergies and anaphylaxis, behavioral and psychiatric conditions, gynecology, obstetrics, neonatology, pediatrics, and geriatrics. In the clinical setting, theory and skills are applied to a variety of medical situations across the life span of the patient, focusing on communication with and management of cardiac, acute care, psychiatric, behavioral, obstetrical, newborn, pediatric, geriatric, and acute interventions for chronic-care patients and patients with special challenges. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 6.00 semester credit hours. Prerequisite: EM 195 Advanced Trauma Management. Corequisite: None.

EM 202 Advanced Emergency Medical Technician

This course introduces theory and techniques of basic and limited advanced emergency medical care and transportation for critical and emergent patients who access the emergency medical system. 8.00 semester credit hours. Prerequisites: EM 116 EMT Basic Theory and Lab and EM 117 EMT Basic Clinical (or EMT Basic Licensure). Corequisite: EM 202C Advanced Emergency Medical Technician Clinical.

EM 202C Advanced Emergency Medical Technician Clinical

The student will be placed in a clinical and field experience for 90.00 hours to gain experience in emergency medical service. 2.00 semester credit hours. Prerequisites: EM 116 EMT Basic Theory and Lab and EM 117 EMT Basic Clinical (or EMT Basic Licensure). Corequisite: EM 202 Advanced Emergency Medical Technician.

EM 203 Cardiovascular Patient Management

This course relates pathophysiology and assessment findings to the formulation of field impressions and implementation of treatment plans for specific cardiovascular conditions. Content areas include assessment of the cardiovascular patient, pathophysiology of cardiovascular disease, and techniques of management including appropriate pharmacologic agents and electrical therapy. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 3.00 semester credit hours. Prerequisite: EM 196 Cardiovascular Electrophysiology. Corequisite: None.

EM 204 Transition to Paramedic Practice

This course is designed to meet additional state and local educational requirements for paramedic practice. Content may include pre-hospital protocols, transfer medications, topics in critical care and transport, systems presentation, and/or national standard certification courses as dictated by local needs or state requirement. Upon course completion, students will have demonstrated competency in those respective components of the National Standard Curriculum for the EMT-Paramedic. 3.00 semester credit hours. Prerequisite: EM 197 Medical Patient Management I. Corequisite: None.

EM 205 Paramedic Terminal Competencies

This course is designed to review the National Standard Curriculum for the EMT-Paramedic and to assist students in preparation for the paramedic licensure examination. Emphasis is placed on validation of knowledge and skills through didactic review, skills lab performance, computer simulation, and practice testing. Upon course completion, students should be sufficiently prepared to sit for the paramedic licensure examination. 2.00 semester credit hours. Prerequisite: EM 206 Paramedic Field Preceptorship. Corequisite: None.

EM 206 Paramedic Field Preceptorship

This course provides field experiences in the pre-hospital setting with advanced life support EMS units. Under the direct supervision of a field preceptor, students synthesize cognitive knowledge and skills developed in the skills laboratory and hospital clinical to provide safe and effective patient care in the pre-hospital environment. Upon course completion, students should have refined and validated their patient-care practices to provide safe and effective patient care over a broad spectrum of patient situations and complaints. 6.00 semester credit hours. Prerequisites: EM 195 Advanced Trauma Management and EM 207 Paramedic Team Leadership Preceptorship. Corequisite: None.

EM 207 Paramedic Team Leadership Preceptorship

This course is designed to evaluate students' ability to integrate didactic and psychomotor skills and clinical and field internship instruction to serve as a competent entry-level paramedic. This final evaluation (rather than instructional) course focuses on students' professional attributes and integrative competence in clinical decision making and team leadership in the pre-hospital setting. Upon course completion, students should have demonstrated adequate knowledge and skills, professional attitudes and attributes, clinical decision making, and team leadership abilities to effectively function as a competent entry-level paramedic. 1.00 semester credit hour. Prerequisite: EM 194 Paramedic General Pharmacology. Corequisite: EM 195 Advanced Trauma Management.

(EN) ENGLISH

EN 090 Principles of Communication

This course will enable students to develop reading and basic written communication skills. Topics will include reading comprehension, spelling, grammar, punctuation, sentence structure, paragraphing, and basic essay writing. 4.00 semester credit hours. Prerequisites/Corequisites: None.

EN 096 Reading Comprehension

This course will enable students to develop reading comprehension skills. Topics will include deciphering meaning from context clues, summarizing, paraphrasing, and writing responses. 2.00 semester credit hours. Prerequisites/Corequisites: None.

EN 104 English Composition I

This course introduces the principles and practices of developing effective communications by using reflective critical thinking in the writing and reading processes. Topics include understanding the writing process, applying essay development patterns, using research techniques, and writing essays, summaries, and reports. 3.00 semester credit hours. Prerequisite: EN 090 (or test out). Corequisite: None.

EN 106 Information Literacy and Research Writing

This course introduces students to available library reference sources and the use of APA formatting for the completion of academic work. Students will learn how and where to find appropriate sources of information for research projects while learning how to document those sources in APA style. Students will learn how to properly format academic papers in APA style, including how to create an APA title page and format a running head, headers, abstract page, body, and references page. 1.00 semester credit hour. Prerequisites/Corequisites: None.

EN 116 Speech

This course is designed to provide the student with the opportunity to develop speaking and presentation skills in a variety of situations. Topics include the elements and structure of speeches, researching topics, developing presentation materials, analyzing and responding to audience characteristics, learning effective speech techniques, and delivering different types of speeches. Microsoft PowerPoint is used as a presentation tool. 3.00 semester credit hours. Prerequisites/Corequisites: None.

EN 251 Writing About Literature

This course continues and expands upon materials covered in English Composition I, with an emphasis on literary analysis. Students will be expected to read, analyze, and write about literature including fiction, poetry, and drama. The course will include extensive research and essay writing. 3.00 semester credit hours. Prerequisite: EN 104 English Composition I. Corequisite: None.

EN 325 Creative Writing

This course examines the underlying craft of creative writing. Topics may include analyzing works of fiction, nonfiction, drama, and poetry, exploring genres and forms within these fields, and submitting multiple drafts of creative work for peer review. This course is intended to provide the student with an understanding of the basic tools and craft of creative writing as well as to provide a forum for sharing and development of the student's own creative work. 3.00 semester credit hours. Prerequisites/Corequisites: None.

EN 331 Language and Cultural Exchange Preparatory

This preparatory course is for participants in the Study-Abroad Program who are required to teach conversational English to second language learners as part of the cultural exchange program. The overall goal of this course is to promote a successful teaching experience. This course introduces students to basic pedagogical concepts, classroom management strategies, and methodologies for teaching English as a foreign language. 1.00 semester credit hour. Prerequisites: EN 104 English Composition I, EN 116 Speech, and SS 310 Cultural Diversity. Corequisite: None.

EN 332 Language and Cultural Exchange Practicum

This course is for participants in the Study-Abroad Program who are required to teach conversational English to second language students as part of the cultural exchange program. This experientially based practicum includes teaching sections of English as a foreign language (conversational English) and engaging students in English-based educational activities. A faculty member at the host school will supervise this practicum and provide effective teaching tips to promote a successful teaching experience. Upon returning to their Herzing University campuses, students will be required to deliver thoughtful and informative presentations about their experiences. 2.00 semester credit hours. Prerequisites: EN 104 English Composition I, EN 116 Speech, and SS 310 Cultural Diversity. Corequisite: None.

(FL) FOREIGN LANGUAGE

FL 105 Beginning Chinese

This course offers the study and practice of Chinese as a second language. The focus is on the development of conversational language skills speakers commonly use when discussing food and shopping, travel and leisure activities, literature, and news events. Students will practice the correct use of Chinese grammar in present, past, and future tenses. 3.00 semester credit hours. Prerequisites/Corequisites: None.

FL 112 Beginning Spanish

This course offers the study and practice of Spanish as a second language. The focus is on the development of conversational language skills speakers commonly use when discussing food, shopping, travel, and leisure activities and literature and news events. Students will practice the correct use of Spanish grammar in present, past, and future tenses. 3.00 semester credit hours. Prerequisites/Corequisites: None.

FL 155 Intermediate Chinese

This is the second course in Chinese. It builds upon conversational and grammar skills and enables students to engage in conversation in a broader range of settings and with greater confidence. 3.00 semester credit hours. Prerequisite: FL 105 Beginning Chinese. Corequisite: None.

FL 200 Intermediate Spanish

This is the second course in Spanish. It builds upon conversational and grammar skills and enables students to engage in conversation in a broader range of settings and with greater confidence. 3.00 semester credit hours. Prerequisite: FL 112 Beginning Spanish. Corequisite: None.

(FS) FIRE SCIENCE

FS 100 Introduction to Fire Service

This course details the job of today's firefighter, beginning with the basic requirements of Firefighter I and II and including extensive information on subjects such as hazardous materials and terrorism. 3.00 semester credit hours. Prerequisites/Corequisites: None.

FS 200 Fire Prevention

This course covers model building and fire prevention codes, including detailed information on the legal, economic, and political aspects of the fire inspection process. It addresses right-of-entry, enforcement authority, the permit system, building limits, and types of construction, as well as fire protection systems and their maintenance. 3.00 semester credit hours. Prerequisite: FS 100 Introduction to Fire Service. Corequisite: None.

(FT) FITNESS TRAINING

FT 100 Essentials of Personal Training

This course introduces students to the scope of work, the career track, and the essentials of the personal trainer career. Students learn the importance of customer service and communication in the personal trainer field. They are also introduced to foundational medical terminology. 3.00 semester credit hours. Prerequisites/Corequisites: None.

FT 102 Essentials of Human Movement

This course introduces students to the basic human muscle and skeletal systems, medical terminology, and movement of those systems. Students will be introduced to primary actions and range of motion movements as well as the planes in which each muscle action occurs. 4.00 semester credit hours. Prerequisites/Corequisites: None.

FT 103 Exercise Physiology

This course introduces students to the study of biological functions and the effects of exercise on the human body. Respiratory, cardiovascular, and neurological systems will also be covered. 4.00 semester credit hours. Prerequisites/Corequisites: None.

FT 104 Exercise Testing and Prescription

This course introduces students to the complete process of client assessment, client data analysis, development of exercise programs, consideration of special needs, business contracts, and ethics, as well as follow up and support. 3.00 semester credit hours. Prerequisites/Corequisites: None.

FT 105 Exercise Psychology and Lifestyle Coaching

This course introduces students to the role that psychology and mindset play in a successful personal training program. Students look at how mindset, psychology, and mental status impact the success or failure of behavior modification and lifestyle coaching opportunities for others. 4.00 semester credit hours. Prerequisites/Corequisites: None.

FT 200 Business Principles and Health Service Management

Basic business principles that will be covered in this course include how to find a job, how to start your own business, promoting and marketing personal fitness training, public expectations of personal fitness trainers, business ethics, and financial management. The course information is tailored to the personal fitness training profession and will provide characteristics of professionalism and discuss benefits of involvement in a professional association, the need for continuing education, and growing opportunities in personal fitness training. 4.00 semester credit hours. Prerequisites/Corequisites: None.

FT 201 Nutrition

Students are introduced to the basics of metabolism and the functionality of the human digestive system. Students will learn how this supports eating for promotion of healthy weight management as well as increasing performance. 4.00 semester credit hours. Prerequisites/ Corequisites: None.

FT 202 Program Design

This course introduces students to the practice of evaluating client needs and designing an appropriate fitness assessment and program for that client. 3.00 semester credit hours. Prerequisites: FT 102 Essentials of Human Movement, FT 103 Exercise Physiology, FT 104 Exercise Testing and Prescription, and FT 105 Exercise Psychology and Lifestyle Coaching. Corequisite: None.

FT 203 Group Exercise Training

This course teaches students to utilize the knowledge of human kinetics and exercise physiology and apply them to a group fitness setting. Students learn the power of group exercise training and how to develop, organize, and lead routines while keeping clients engaged and motivated. 3.00 semester credit hours. Prerequisite: FT 202 Program Design. Corequisite: None.

FT 204 Exercise Prescriptions for Special Populations

Students are introduced to a wide variety of considerations necessary for determining services for clients with special needs. Special needs may range from obesity, heart disease, children, seniors, pregnancy, and a variety of health problems. 3.00 semester credit hours. Prerequisite: FT 202 Program Design. Corequisite: None.

FT 205 Performance Conditioning

This course introduces students to the unique requirements of working with adult and adolescent athletes, athletic trainers, and coaches and supporting athletic sport conditioning. 3.00 semester credit hours. Prerequisite: FT 202 Program Design. Corequisite: None.

FT 210 Personal Fitness Training Externship

This course provides a review of the skills and knowledge sets required for students to be prepared for the certified personal trainer exam. Students work in both small groups and individually to practice and review required skills. 2.00 semester credit hours. Prerequisites: FT 205 Performance Conditioning and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: FT 211 Certification Exam Preparation.

FT 211 Certification Exam Preparation

This course provides students an overview of the key components of the certified personal trainer exam in preparation for the test. Students review all of the content within the four key domains as well as the sub-domains covered on the exam. Much of the review is presented in a holistic applied-case study format. 1.00 semester credit hour. Prerequisite: FT 205 Performance Conditioning. Corequisite: FT 210 Personal Fitness Training Externship.

(GA) GRAPHIC ARTS

GA 102 Introduction to Digital Design Applications

This survey course provides an introduction to the current software used in digital design and layout, web design, and photo archiving. The course will emphasize vector- and raster-based programs. There will be hands-on experience with the Adobe Creative Suite including Photoshop, Illustrator, Acrobat, and Bridge. 3.00 semester credit hours. Prerequisites/Corequisites: None

GA 103 Graphic Design Fundamentals

This course is a basic introduction to the design software programs and will be an overview of layout, typography, raster and vector graphics, and simple print production techniques. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GA 104 Illustration Fundamentals

Students will develop their basic hand-drawing skills. Topics include the use of pencil, marker, charcoal, ink, and other mixed media to render original works of still life and commercial product sketches. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GA 105 Digital Photography—Introduction

This hands-on course teaches participants to make the most of digital photographs by utilizing the latest software. Participants will learn techniques for brightening a picture, bringing out colors, cropping, and simple photographic manipulations. 3.00 semester credit hours. Prerequisite: GA 102 Introduction to Digital Design Applications. Corequisite: None.

GA 201 Color Theory in Design

In this course, students will examine the nature of color as it relates to various media while implementing the full range of software tools available. Students will be exposed to the principles of color space: additive and subtractive color and color model theory including RGB, CMYK, and the Pantone Color System. 3.00 semester credit hours. Prerequisite: GA 102 Introduction to Digital Design Applications. Corequisite: None.

GA 205 Diagrammatic Design

This vector-based graphics course teaches students to create dynamic visual communications. They will learn skills required to take advantage of powerful software tools to create illustrations, type effects, charts, graphs, and diagrams. Students work with colors, gradients, layers, fonts, and photos to create eye-catching illustrations and text effects. 3.00 semester credit hours. Prerequisite: GA 102 Introduction to Digital Design Applications. Corequisite: None.

GA 212 Introduction to Typography

In this course, the student will be introduced to and examine the principles of typography. History of type, classifications of fonts, physical components of letters, and legibility will be studied. Typographic vocabulary and terminology will be studied and used to explain design projects. Students will study applications of digital typography in print, web, and multi-media. Knowing that typefaces can portray emotion, emphasis will be placed on quality of information and communication through the selection of the proper typeface. 3.00 semester credit hours. Prerequisite: GA 102 Introduction to Digital Design Applications. Corequisite: None.

GA 215 Web Design Fundamentals

This course is an introduction to basic coding and design fundamentals for web development. Topics covered include an introduction of web design fundamentals in layout, typography, and usability. Studying existing websites shows real-life scenarios and how concepts are put to work. Application navigation and multiple platform use will be covered. 3.00 semester credit hours. Prerequisite: GA 105 Digital Photography—Introduction. Corequisite: None.

GA 220 Pixel-Based Images

In this course, there is an emphasis on correcting and enhancing digital and raster images using state-of-the-art software. Students will create, manipulate, and edit digital graphics and photographs. This hands-on course shows techniques of image formatting, filter effects, retouching digital photos, working with layers, and using various painting tools. It examines the use of raster graphics in industry. Topics include resolution, color correction, color usage, hue, saturation and luminosity, and preparation of raster graphics, including retouching, color correction, image composition, silhouetting, and special effects. 3.00 semester credit hours. Prerequisite: GA 102 Introduction to Digital Design Applications. Corequisite: None.

GA 225 Advanced Illustration Techniques

This course builds on techniques learned in Illustration Fundamentals. Topics include the use of various media to develop advanced illustration skills. Perspective drawing and figurative illustration skills are developed through use of color, line, and texture to present conceptual designs and ideas. 3.00 semester credit hours. Prerequisite: GA 104 Illustration Fundamentals. Corequisite: None.

GA 235 Corporate Identity Design

In this course, students will begin to develop a full-scale campaign including corporate identity, corporate branding materials, direct mail advertising, and web design. Students will prepare for business success through strategic marketing and design. 3.00 semester credit hours. Prerequisite: GA 201 Color Theory in Design. Corequisite: None.

GA 245 Web in Motion

Students will learn to create graphics for websites with vector and pixel images. They will develop sophisticated user-face interactive elements including rollovers, navigations bars, and dropdown menus. This course will teach professional techniques including layering, text formatting, dynamic graphics, hyperlinks, templates, tables, frames, style sheets, and forms in order to develop a well-organized, state-of-the-art website. 3.00 semester credit hours. Prerequisite: GA 215 Web Design Fundamentals. Corequisite: None.

GA 255 Fundamentals of 3D Design

This course is an introduction to packaging design, die cut forms, wrap-around graphics, and hierarchy of messaging for packaging display. 3.00 semester credit hours. Prerequisite: GA 205 Diagrammatic Design.

GA 265 Exhibition Design

Exhibition design is more than just putting up a booth. Students will learn the strategy of developing an overall trade show program by designing an effective exhibit, preparing budgets, and planning pre-show promotions that will generate successful sales. 3.00 semester credit hours. Prerequisite: GA 255 Fundamentals of 3D Design. Corequisite: None.

GA 286 Portfolio Assessment

This course provides an introduction to the concepts and practices associated with the preparation of portfolio creation and its importance in gaining employment in the design field. During this course, students have the opportunity to enhance their design skills by developing a visual identity and brand. They will also review and rework projects from previous classes and create a student portfolio. Emphasis in this course is placed not only on the content of the portfolio, but also on the preparation and presentation of the portfolio so that it meets professional standards. Student portfolios and presentations will undergo single-faculty review. Students will use this course to enhance their presentation and interview skills. Students who choose to continue their studies in the bachelor's-degree programs will build upon these topics in their

upper-level courses. 3.00 semester credit hours. Prerequisite: GA 245 or final semester (in the bachelor's programs, this course is taken after completing GA 245. In the associate's programs, this course is taken in the final semester). Corequisite: None.

GA 294 Career Internship

This is an elective course in the associate's program that students may take in their final semester. The career internship course is designed for students interested in pursuing a career in graphic design. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisite: Final semester, PGPA of 2.50, and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

GA 307 Advanced Digital Imaging

This course offers the opportunity for advanced studies of pixel-based images and digital photo manipulation. Students will study the different usage requirements needed when an image is created for web, animations, repeating backgrounds, and print. They will use previously defined design methodology to create detailed computer-generated graphics for print, web design, and animations. 3.00 semester credit hours. Prerequisite: GA 220 Pixel-Based Images. Corequisite: None.

GA 310 Print Production

This course focuses on the print industry language and methods to ensure that the printing process with vendors is smooth and cost-efficient. It gives the students a real-life experience in print specification and markup as well as the graphic steps in preparing a file and releasing it for print. 3.00 semester credit hours. Prerequisite: GA 201 Color Theory in Design. Corequisite: None.

GA 315 Advanced Dynamic Websites

Students will learn to develop powerful websites that are easy to build and even easier to update. This course will teach advanced techniques in layering, text formatting, dynamic graphics, hyperlinks, templates, tables, frames, style sheets, and forms. Metadata tags and creating URLs, movies, videos, and slide shows are also included. Templates are created to reduce editing when managing a growing website. 3.00 semester credit hours. Prerequisite: GA 245 Web in Motion. Corequisite: None.

GA 322 Managing Web and Interactive Media

This course covers the process of conceptualizing, researching, implementing, and managing Web and interactive media. Emphasis is not based on production details. Rather, students will focus on managing a project by breaking the process into individual tasks, documenting and working through the planning and development stages, and proceeding and completing the project relative to the initial proposal and brief. 3.00 semester credit hours. Prerequisites: GA 215 Web Design Fundamentals, GA 245 Web in Motion, and GA 315 Advanced Dynamic Websites. Corequisite: None.

GA 325 Corporate Campaigns

This course is a continuation of Corporate Identity Design. Students will focus on advance design of the corporate identity including annual reports, corporate brochures, and product brochures. 3.00 semester credit hours. Prerequisite: GA 235 Corporate Identity Design. Corequisite: None.

GA 335 Web Design II

This course covers intermediate studies in Web design and development. Emphasis will be placed on the further study of XHTML, CSS, HTML5 and CSS3, JQuery (JavaScript), site management, and organization. Students will develop sensitivity to usability issues through the study of technical computer considerations and the needs of the user via user-centered interface design. Using their own design methodology, the student will create a fully functional, integrated, and cohesive multi-paged website. 3.00 semester credit hours. Prerequisite: GA 315 Advanced Web Dynamics. Corequisite: None.

GA 342 Rich Media

This course covers intermediate studies in animation, video, and interactivity in web pages, production, and ActionScripting. Using rich media (audio, video, and animated graphics), students will create an interactive final project. Emphasis is based on the student's own design methodology. 3.00 semester credit hours. Prerequisite: GA 322 Managing Web and Interactive Media. Corequisite: None.

GA 345 Vector Graphic Design

Designers will work with practical software applications to organize information and solve the design challenges in the hierarchy levels of visual communication. This advanced vector-based graphics program gives the students the opportunity to continue to create professional information system graphics while expanding on skills learned in Diagrammatic Design. 3.00 semester credit hours. Prerequisite: GA 205 Diagrammatic Design. Corequisite: None.

GA 405 New Media Design Studio: Across Mediums

Student will use previous skills and multiple applications to create static, interactive animation and motion graphics. Using Flash and Dreamweaver, as well as non-linear and other bitmap- and vector-based software, students will learn the importance of media convergence. This course simulates a real-world digital design and production studio. Through their own design methodology, students will conceptualize, research, design, and produce multimedium-based projects. This gives students the opportunity to explore the concept of designing an interface for print, new media, and the Internet. Projects can take on the form of individual or group projects. 3.00 semester credit hours. Prerequisites: GA 322 Managing Web and Interactive Media and GA 342 Rich Media. Corequisite: None.

GA 410 Portfolio in Print Design

Taking all projects developed up to this point, students will have projects reviewed, edited, and selected by the instructor. These selected projects will be reworked to develop a consistent and well-rounded portfolio. 3.00 semester credit hours. Prerequisite: GA 325 Corporate Campaigns. Corequisite: None.

GA 415 Web Design III/Advanced Coding

Using server-side scripting and MySQL database techniques, students will develop a complex, functional website. This course will focus on the usability of the site, eye tracking, the user experience, and managing the content of the site. 3.00 semester credit hours. Prerequisite: GA 335 Web Design II.

GA 420 Online Portfolio Design

This course will use advanced web techniques to build the student's own website URL, which consists of the portfolio developed in the Portfolio in Print Design course. 3.00 semester credit hours. Prerequisite: GA 315 Advanced Dynamic Websites. Corequisite: None.

GA 490 Capstone Project

Students will work in a variety of disciplines on an instructor-approved project. It will include designing and building a marketing base for client needs, including production costs resulting in a final project presentation. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

GA 494 Internship

This is an elective course in the bachelor's program that students take in their final semester. The career internship course is designed for students interested in pursuing a career in graphic design. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field for which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisite: Final semester and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(GD) GAME DEVELOPMENT

GD 105 Introduction to Game Development

This course introduces students to appropriate and professional topics in game development. The course is hands-on, with a main focus of creating and fostering ideas and concepts related and used in mainstream game development industries. Students will be expected to develop basic, single-player games and create game content and story. The course is designed to be interactive, fun, and immersive. Students will be exposed to many industry-related topics in a fast-paced learning environment. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 115 Illustration for Games

In this course students will look at illustrating concepting and prototyping ideas using traditional drawing techniques. They will learn the draftsman technique of using blue lead and inking and take this style to concept ideas for games. They will also learn and compose a character using the iterations to strengthen their design. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 185 Pixel Mapping for Game Development

This course covers practical and broad applications for creating art and textures for games. Students will be required to learn various techniques of pixel manipulation to apply art to 2D and 3D game engines. Students will learn about transferring 2D information from a 3D package to start creating textures for 3D animatable meshes. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 215 Level Design I

This course provides an overview of current industry standard game development level design production techniques and processes. Students will use industry standard design software to create working game levels using design processes. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 225 Game Modeling I

In this course, students will start to understand and expound upon the artistry and flow of polygonal mesh modeling. Mesh modeling is now the norm of modeling done for games (and modeling in general). All levels of game designers, programmers, and artists must have a fundamental understanding of how a 3D modeling program works in their daily workload. This class is hands-on—students will be expected to be diligent in spatial problem solving to create elegant yet dynamic models. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 235 Game Team Development

This course introduces and reinforces methodologies used and the interactive necessity of the game development team. Students will learn the fundamental roles and applications that are used in both the indie and AAA game team-based development cycles. Concepts used include critical path methodologies, milestone deliverables, team formation, team functionality, hiring and termination, proper use of critiquing for game development, and application of proper game development team etiquette for industry. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 247 Game Programming I

This course serves as an introduction to game programming using C++ and OpenGL or DirectX as its platform. Concepts introduced here will include learning the fundamentals of C++ (such as data types, classes, inheritance, polymorphism, and basic algorithm implementation and design) and practice using a graphics library, with a major focus on applications in 2D space. 3.00 semester credit hours. Prerequisites: GD 215 Level Design I and IS 103 Programming Logic. Corequisite: None.

GD 255 Serious Gaming

This course examines topics associated with the game development industry in relation to serious games. Topics covered include new opportunities for game developers, serious games defined, serious games design and development issues, serious games markets, serious games design documentation, and pros and cons of serious games development. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 265 Script Writing and Storyboarding

This course examines the nature of script writing and storyboarding. Topics include organizational skills necessary to take a project efficiently from idea to presentable script or storyboard. Students will be expected to develop their creative writing skills as well as their story-telling ability, including working in groups. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 275 Game Apps I

This course explores introductory topics for the design and development of interactive games for mobile devices. Topics include the mobile game development life cycle, best practices when developing games for mobile platforms, and designing games for mobile platforms. 3.00 semester credit hours. Prerequisite: GD 247 Game Programming I. Corequisite: None.

GD 285 Game Development for the Web

This course is an introduction to game development applied directly to web-based design. Students will be required to learn various techniques and methods of creating websites for the game development industry. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 305 Game Development I

This course examines appropriate topics in game development. Topics include the use of industry standard software and APIs. Students will be expected to develop basic, single-player games on the PC platform using skills and concepts from previous coursework. 3.00 semester credit hours. Prerequisite: GD 247 Game Programming I. Corequisite: None.

GD 315 Animation I

This course provides an overview of current industry standard animation. Topics include 2D and 3D animation, emphasizing both black and white and color. Students will be exposed to the basic processes of creating simple animations. 3.00 semester credit hours. Prerequisite: GD 355 Game Modeling II. Corequisite: None.

GD 347 Game Programming II

This course serves as a continuation of Game Programming I. Using C++ and OpenGL or DirectX, this course will cover some of the more advanced concepts of game programming, including 3D object creation, advanced collision detection, model loading, and path finding via artificial intelligence, in addition to strengthening the fundamentals acquired in Game Programming I. 3.00 semester credit hours. Prerequisite: GD 247 Game Programming I. Corequisite: None.

GD 348 Game Apps II

This course is a continuation of Game Apps I. Students will explore more advanced topics for the design and development of interactive games for mobile devices. Topics include publishing a game to a well-known distribution network (i.e., Google's Play or the Apple AppStore) and updating and maintaining a published app. Additional advanced topics include strengthening the fundamentals acquired in Game Apps I. 3.00 semester credit hours. Prerequisites: GD 275 Game Apps I and GD 347 Game Programming II. Corequisite: None.

GD 355 Game Modeling II

This course applies the current industry standard of 3D modeling by extending the modeling techniques from Game Modeling I. This course explores advanced 3D modeling including environment modeling, character modeling, character skinning, character UV unwrapping, character rigging, and the basics of animation in a 3D package. 3.00 semester credit hours. Prerequisite: GD 225 Game Modeling I. Corequisite: None.

GD 365 Game Development Production

This course provides an overview of current industry standard game development production techniques. The main emphasis is on Agile Development, commonly applied and accepted in the game development industry. Students will be exposed to, and learn, basic processes of Agile and Scrum software development. 3.00 semester credit hours. Prerequisite: GD 305 Game Development I. Corequisite: None.

GD 385 Cinematography

This course provides the foundation for understanding and critiquing production and design techniques used in television or film production. We will look at a range of visual media, analyze storytelling techniques, and look at how stories are structured. We explore the entire production process, looking at photography, lighting, editing, sound, and set design. While this is not a hands-on production class, students are expected to carry out or think through pre-production work for many of the assignments, films, and labs. 3.00 semester credit hours. Prerequisites/Corequisites: None.

GD 405 Game Development II

This course examines advanced topics in game development. Topics include the use of industry standard software and APIs. Students will be expected to develop complex, multi-player games on multiple platforms using skills and concepts from previous coursework. 3.00 semester credit hours. Prerequisite: GD 305 Game Development I. Corequisite: None.

GD 425 Advanced Topics in Game Development

This course explores relevant advanced topics in game development. These topics include coordinate systems, using polynomial roots, vector spaces, matrices, eigenvectors, 3D file formats, scaling, translations, rotations, collisions, 3D simulation, and rendering techniques. Additional topics will include cell shading, shadows, textures, and other advanced programming topics. At the completion of this course, students will be able to apply the skills gained in this class to advanced game development. 3.00 semester credit hours. Prerequisite: GD 405 Game Development II. Corequisite: None.

GD 426 Web Portfolio for Game Development

This course is an introduction to portfolio website creation. Students will be required to learn various techniques and methods of creating and publishing a portfolio website. Students will refine and polish their work from previous courses to develop a web presence before graduation. 3.00 semester credit hours. Prerequisite: GD 425 Advanced Topics in Game Development. Corequisite: None.

GD 435 Games Business

This course examines topics associated with the game development industry as a business entity. Topics covered include business operations, contracts, marketing, PR plans and programs, intellectual property, international sales, taxation, project deliverables, and project workflow. 3.00 semester credit hours. Prerequisite: GD 305 Game Development I. Corequisite: None.

GD 447 Game Programming III

This course is an advanced project-based course geared towards code creation for an electronic portfolio. This course will build off previous courses and push students to create fully functional, completely playable simple games. 3.00 semester credit hours. Prerequisite: GD 347 Game Programming II. Corequisite: None.

GD 495 Game Development Capstone Project

Students work in project teams on an industry-sponsored or instructor-approved project. The project teams perform all facets of product and process design from inception to marketing the product. Students will be required to perform the following: problem identification, formulation of design specifications, and integration of criteria based on customer needs, production costs, and marketing issues. Project teams are expected to provide interim reports to the sponsor or to the class, a final project report, and a final presentation. 3.00 semester credit hours. Prerequisite: Final semester and approval of the program chair. Corequisite: None.

GD 497 Game Development Internship

This internship course is designed for students interested in pursuing a career in game development. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field that the student has been educated for. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. 3.00 semester credit hours. Prerequisite: Final semester and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(HC) HEALTHCARE MANAGEMENT

HC 114 Medical Terminology for Healthcare Professionals (Clock Hour Course)

This course introduces the foundations of the language of medicine and develops medical vocabulary through the study of the structures, functions, diagnostic procedures, pathology, and treatment procedures of the body systems. 30.00 clock hours. Prerequisites/ Corequisites: None.

HC 115 Medical Terminology for Healthcare Professionals (Semester Credit Hour Course)

This course introduces the foundations of the language of medicine and develops medical vocabulary through the study of the structures, functions, diagnostic procedures, pathology, and treatment procedures of the body systems. 2.00 semester credit hours. Prerequisites/ Corequisites: None.

HC 210 Medical Billing Procedures for Managers

This course is designed to provide students with an understanding of the management of billing and insurance reimbursement operations in a medical office setting. The most frequently employed billing procedures and insurance forms are reviewed. It also acquaints students with accounts receivable processes most often used in traditional business offices including medical offices. The various reimbursement methodologies will be emphasized with medical compliance strategies being stressed. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HC 301 Epidemiology and Applied Healthcare Statistics

This course introduces concepts of epidemiology, basic biostatistics, vital statistics, data collection, and data presentation. 3.00 semester credit hours. Prerequisite: MA 320 Statistics. Corequisite: None.

HC 305 Healthcare Human Resource Management

This course focuses on the links that exist among strategy, organizational design, behavior, and human resource management in the healthcare environment. Students will learn about diversity, recruiting and retaining staff, job analysis, training and development, leadership development, physician practice management, medical staff relations, and labor relations. 2.00 semester credit hours. Prerequisites/Corequisites: None.

HC 306 Healthcare Finance

This course introduces the unique aspects of healthcare finance, including payment sources and reimbursement methodologies, emerging industry trends, resource management, cost, benefit analysis, case mix management, compliance and reimbursement audit processes, and charge-master management. Prerequisites: AC 107 Accounting I, BU 106 Introduction to Management, and MA 320 Statistics. Corequisite: None.

HC 310 Medical Law and Ethics

The course will emphasize both legal questions and ethical considerations in the modern medical organization. Contracts and physician-patient relationships will be addressed. Legal proceedings, such as interrogatories and depositions, will be described. In the area of medical ethics, the issues of patient confidentiality and standards will be addressed. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HC 311 Management of Patient Records

This course covers the structure and content, technical evaluation and completion, and retention and storage of patient health records in acute care and non-acute care settings. Best practices in health record documentation will be reviewed. 1.00 semester credit hour. Prerequisite: HC 310 Medical Law and Ethics. Corequisite: None.

HC 401 Current Issues in Healthcare

This course is designed to provide a forum for the contemporary issues related to healthcare. Improving access, ensuring quality, and controlling costs are addressed. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HC 405 Healthcare Quality

This course covers the latest trends in healthcare quality control and performance improvement and serves as a solid base of performance-improvement foundations, fundamentals, and core principles. 3.00 semester credit hours. Prerequisite: HC 301 Epidemiology and Applied Healthcare Statistics. Corequisite: None.

HC 450 Healthcare Information Systems

This is a course in the design and implementation of information systems specifically designed to store and process healthcare data information, file structures, systems development, human factors, user/interface design, data warehousing, data storage and retrieval, and systems life cycle. Basic security principles of effective security policies, including HIPAA's security rule, risk assessment, user tracking, permissions, audit and control systems, and data recovery, are also addressed. 3.00 semester credit hours. Prerequisites: BU 329 Managing Project Teams, HC 306 Healthcare Finance, and HC 311 Management of Patient Records. Corequisite: None.

HC 490 Healthcare Management Internship

This course is designed for students interested in pursuing a career in healthcare management. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 3.00 semester credit hours. Prerequisites: Final semester and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

HC 492 Capstone Project

Students work in project teams on an industry-sponsored or instructor-approved project. The project teams perform all facets of product and process design from inception to marketing the product. Students will be required to perform problem identification, formulation of design specifications, and integration of criteria based on customer needs, production costs, and marketing issues. Project teams are expected to provide interim reports to the sponsor or to the class, a final project report, and a final presentation. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(HI) HEALTH INFORMATION MANAGEMENT

HI 105 Introduction to Healthcare Information Systems

This course provides an overview of the health information practice, healthcare delivery systems, organization and structure of healthcare systems, professional associations, healthcare providers, and healthcare disciplines. The student is introduced to HIPAA (the Health Information Portability and Accountability Act) and ethical issues pertaining to the contents of the health record. 1.00 semester credit hour. Prerequisites: EN 090 Principles of Communication, EN 104 English Composition I, IS 102 Computers and Application Software, and MA 090 Fundamentals of Mathematics (or test out). Corequisites: None.

HI 210 Principles of Health Information Management

This course introduces the student to the contents and structure of the health record in paper and electronic formats. Students will analyze and evaluate the contents of the health record to gain an understanding of documentation requirements and the use of healthcare data sets. Students will comprehend the difference between data and information and primary and secondary data sources and will also create policies pertaining to the contents of the health record, privacy, confidentiality, and security as well as gain comprehension of healthcare data integrity, data security, data collection, and data management. Through hands-on experiences, the student will gain a detailed understanding of health information specialty systems for release of information (ROI) and chart management. 3.00 semester credit hours. Prerequisites: EN 106 Information Literacy and Research Writing, HI 105 Introduction to Healthcare Information Systems, and HU 101 Critical Thinking. Corequisite: None.

HI 215 Fundamentals of Healthcare Law and Ethics for Health Information Management Professionals

This course is designed to introduce the student to important legal and ethical guidelines within the healthcare profession. The student will be introduced to patient confidentiality and information security as identified and enforced through various federal healthcare laws. Additionally, the student will learn legal and ethical guidelines as they relate to documentation, content and structure of healthcare data, risk management, and various health laws and regulations. 3.00 semester credit hours. Prerequisite: HI 210 Principles of Health Information Management. Corequisites: None.

HI 221 Health Sciences for ICD-10

This course will examine the International Classification of Diseases as it relates to medical terminology, pharmacology, and anatomy and physiology. The student will recognize body systems and understand specific components relating to how ICD-10-CM and PCS is used to identify the appropriate diagnosis/condition. Concepts such as surgical approach and terminology specific to ICD-10 will be covered. 2.00 semester credit hours. Prerequisites: Anatomy and Physiology With Lab. Corequisite: None.

HI 225 Foundations of Classification, Compliance, and Reimbursement Methodologies in Health Information Management

This course is designed to provide students with an understanding of the basic types of healthcare code sets, clinical terminologies, and classification systems used in healthcare organizations today. Students will also be exposed to relevant emerging industry trends, auditing and reporting, case mix management, compliance, and reimbursement audit processes, as well as charge-master management. 3.00 semester credit hours. Prerequisites: HI 210 Principles of Health Information Management, HI 215 Fundamentals of Healthcare Law and Ethics for Health Information Professionals, and MC 273 Diagnosis Coding II. Corequisites: None.

HI 230 Foundations of Healthcare Quality, Statistics, and Performance Improvement

This course examines the latest trends in healthcare quality control, performance improvement, and basic statistical data analysis (including vital statistics) and serves as a solid base of performance-improvement foundations, fundamentals, and core principles. 3.00 semester credit hours. Prerequisite: PD 213 Health Information Internship Preparation. Corequisite: HI 296 Professional Practice Internship.

HI 296 Professional Practice Internship

This course provides a 90-hour supervised professional practice internship in the field of health information management, focusing on technical and operational activities. The student will gain practical work experience in the field of health information management. Students will be supervised by someone with the credentials of registered health information administrator (RHIA), registered health information technician (RHIT), or other qualified personnel to whom they are assigned. Students will also receive university faculty consultation and are expected to complete other course requirements such as completing all assignments and participating in discussion threads. 2.00 semester credit hours. Prerequisites: HI 225 Foundations of Classification, Compliance, and Reimbursement Methodologies in Health Information Management and PD 213 Health Information Management Internship Preparation. Corequisite: HI 230 Foundations of Healthcare Quality, Statistics, and Performance Improvement.

HI 301 Epidemiology

This course introduces concepts of epidemiology, basic biostatistics, vital statistics, data collection, and data presentation. 3.00 semester credit hours. Prerequisites: HI 296 Professional Practice Internship and MA 320 Statistics. Corequisite: None.

HI 305 Healthcare Finance

This course introduces the unique aspects of healthcare finance, including payment sources and reimbursement methodologies, emerging industry trends, resource management, cost, benefit analysis, case mix management, compliance and reimbursement audit processes, and charge-master management. 3.00 semester credit hours. Prerequisite: AC 107 Accounting I. Corequisite: None.

HI 310 Healthcare Finance and Revenue Cycle Methodology

This course introduces the unique aspects of healthcare finance, including payment sources and reimbursement methodologies, emerging industry trends, resource management, cost, benefit analysis, case mix management, compliance and reimbursement audit processes, and charge-master management. 3.00 semester credit hours. Prerequisites: AC 107 Accounting I and HI 296 Professional Practice Internship. Corequisite: None.

HI 320 Healthcare Data

This course provides students with an advanced understanding of the management of data in healthcare organizations including uniform data sets and healthcare informatics standards for health data collection, evaluation of coded and statistical data and quality assurance of data, case mix systems, data collection for enterprise, reportable and specialized databases, data mining of healthcare data, and the design of data collection tools. In addition, this course will include all aspects of data content and collection including structure and use of health information, clinical and healthcare data sets, data quality assessment and integrity, National Healthcare Information Infrastructure (NHII), and primary and secondary data sources. 3.00 semester credit hours. Prerequisite: HI 301 Epidemiology. Corequisite: None.

HI 455 Healthcare Information Management Systems

This is a course in the design and implementation of information systems specifically designed to store and process healthcare data information and file structures, systems development, human factors and user/interface design, data warehousing, data storage and retrieval, and systems life cycle. Basic security principles of effective security policies, including HIPAA's security rule, risk assessment, user tracking, permissions, audit and control systems, and data recovery, are also addressed. 3.00 semester credit hours. Prerequisites: BU 345 Project Management, HI 210 Principles of Health Information Management, and HI 320 Healthcare Data. Corequisite: None.

HI 480 Research Methodologies

This course will teach research design and methodologies and knowledge-based research techniques, evaluating resource credibility and research protocol management. National guidelines regarding human subject research and other healthcare-related regulations and leading development of health information resources and systems will also be covered. 3.00 semester credit hours. Prerequisites: BU 407 Quantitative Decision Making and HI 320 Healthcare Data. Corequisite: None.

HI 491 Management Affiliation

This course provides a 90-hour supervised internship in the field of health information management, focusing on managerial responsibilities. Students will be supervised by someone with the credentials of registered health information administrator (RHIA), registered health information technician (RHIT), or other qualified personnel to whom they are assigned. The PPE is designed to enable students to obtain actual work experience in theoretical and application-based procedures previously studied. Students will also receive university faculty consultation and are expected to complete other course requirements such as completing all assignments, participating in discussion threads, and completing a capstone project. 2.00 semester credit hours. Prerequisite: Final course and PD 491. Corequisite: None.

(HR) HUMAN RESOURCES

HR 100 Introduction to Human Resource Management

Students in this course explore contemporary concepts and techniques essential to managing corporate human resources. Topics include resource planning, staffing, and rewards as well as developing and maintaining positions and people. 3.00 semester credit hours. Prerequisites/ Corequisites: None.

HR 220 Human Resource Information Systems

This course provides a foundation for the data entry, data tracking, and data information needs of human resources, payroll, management, and accounting functions within a business. Topics covered include managing employee records, technology portals, employee orientation, and compensation management. 3.00 semester credit hours. Prerequisites: HR 100 Introduction to Human Resource Management and IS 102 Computer Applications and Software. Corequisite: None.

HR 230 Employment Law and Labor Relations

Students in this course explore collective bargaining and labor relations, with an emphasis on real-world situations. There is also a strong emphasis on the historical and legal basis for labor relations and collective bargaining in the United States. Topics include labor relations, the collective bargaining process, and labor contracts. 3.00 semester credit hours. Prerequisites: BU 206 Business Law I and HR 100 Introduction to Human Resource Management. Corequisite: None.

HR 310 Compensation and Benefits

This course will examine compensation models and discuss how to design and administer a compensation system that permits the organization to operate profitably. Topics include employee benefits, benefits administration, pay and compensation, and legislation. 3.00 semester credit hours. Prerequisite: HR 100 Introduction to Human Resource Management or HR 230 Employment Law and Labor Relations. Corequisite: None.

HR 320 Training and Development

This course will provide an overview of training and development within the business enterprise. Topics include measurement, design, identifying employee and management development goals, developing employee advancement plans, employee retention, mentoring, and coaching. 3.00 semester credit hours. Prerequisite: HR 100 Introduction to Human Resource Management. Corequisite: None.

HR 330 Risk Management

This course focuses on how risks are managed by organizations. Topics include identification and quantification of risks, key legislations, legal principles of insurance and risks, methods of handling risks, common contracts for managing risks, and safety and security as they relate to organizational risk. 3.00 semester credit hours. Prerequisite: HR 100 Introduction to Human Resource Management. Corequisite: None.

HR 340 Alternative Dispute Resolution (ADR) Essentials

This course provides an overview of ADR principles. Topics include how to use principled negotiation to mediate disputes as well as how to develop practical skills and techniques needed to resolve disputes effectively and with confidence. Students will be given tools for managing conflict constructively in the workplace and at home. 3.00 semester credit hours. Prerequisite: HR 100 Introduction to Human Resource Management. Corequisite: None.

HR 410 Strategic Staffing

This course provides strategies for managing human resources. Students will discuss techniques for human resource planning, recruiting and selecting, training, and retaining employees. Topics include human resource measurement, sustainability, job analysis techniques, and personality assessments. 3.00 semester credit hours. Prerequisites: HR 230 Employment Law and Labor Relations, HR 310 Compensation and Benefits, and HR 320 Training and Development. Corequisite: None.

(HS) HOMELAND SECURITY

HS 100 Introduction to Homeland Security

This course provides a basic overview of homeland security, including the creation of the Department of Homeland Security, the homeland security transformation, homeland security strategies and initiatives, and legal issues related to homeland security. 3.00 semester credit hours. Prerequisites/Corequisites: None

HS 205 Domestic and International Terrorism

This course provides an introduction to the methods utilized by a terrorist or a terrorist group, including the hierarchical structure, an introduction to the methods utilized for training, funding, and gathering intelligence, the operational phases of a terrorist attack, and the process of target selection. Students will examine foreign and domestic terrorist organizations and the organization's primary spheres of influence and ideologies, methods of funding, past terrorist attacks, and the potential for attack against U.S. interests, both domestically and globally. 4.00 semester credit hours. Prerequisites/Corequisites: None

HS 320 Critical Incident Stress Management

This course covers both basic and advanced knowledge and the suggested skills required to provide effective group crisis intervention services. Students are introduced to the methods and techniques of crisis intervention employed by law enforcement officers. 3.00 semester credit hours. Prerequisite: PS 101 Psychology. Corequisite: None.

HS 325 Computer Forensics

This course will provide the student with instruction in basic computer forensics. Computer forensics is simply the application of computer investigation and analysis techniques in the interests of determining potential legal evidence. Evidence might be sought in a wide range of computer crime or misuse, including but not limited to, theft of trade secrets, theft of or destruction of intellectual property, and fraud. This may range from tracing the tracks of a hacker through a client's systems to tracing the originator of defamatory e-mails or recovering signs of fraud. Topics covered in this course will include an overview of the field including components of PCs, information storage and retrieval, varieties of computer-related crimes, and securing and analyzing electronic evidence. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

HS 330 Cybercrime

This course covers how criminals and terrorist organizations use computers, networks, and the Internet in the commission of crime and terrorist acts as well as the steps government and private system operators can take to protect computer systems from exploitation or attack. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

HS 335 Hacking Prevention

This class will immerse the student into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab-intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will begin by understanding how perimeter defenses work and then be led into scanning and attacking their own networks—no real network is harmed. Students then learn how intruders escalate privileges and what steps can be taken to secure a system. Students will also learn about Intrusion detection, policy creation, social engineering, open source intelligence, incident handling, and log interpretation. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

HS 491 Homeland Security Capstone Project

This is an integrative course that provides students with the opportunity to identify a real-world problem and propose a recommended solution. Each student selects a topic or project, with instructor approval, and completes a paper which documents the process including the use of industry standard research methods. Students are required to make a professional oral presentation of their project analysis and recommendations. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

HS 494 Internship

This is an elective course in programs that students take in their final semester. The career internship course is designed for students interested in pursuing a career in homeland security and its related fields. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisites: Final semester and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(HU) HUMANITIES

HU 101 Critical Thinking

This course is designed to introduce students to the theory and practice of thinking critically about the world through discussion, analysis, and the evaluation of information across all disciplines. Topics may include decision making, argumentation and debate, ethics, value analysis, fairness, an effective use of language, and cultural awareness. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HU 210 Ethics, Values and Professional Responsibility

This course provides an overview of the role of ethics and values in professional activities. Topics include an introduction to ethics, values, and professional responsibility, an introduction to ethical decision making, ethical issues within organizations, ethical issues for organizations, and ethics codes and policies. 3.00 semester credit hours. Prerequisite: HU 101 Critical Thinking. Corequisite: None.

HU 225 Fundamentals of Healthcare Law and Ethics

This course is designed to introduce the student to important legal and ethical guidelines within the healthcare profession. The student will be introduced to patient confidentiality and information security as identified and enforced through various federal healthcare laws. Additionally,

the student will learn legal and ethical guidelines as they relate to documentation, content, and structure of healthcare data, risk management, and various health laws and regulations. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HU 315 Applied Bioethics

This course leads the student from a foundational understanding of major ethical theories into the practice of applied ethics in general case studies and toward expert ethical practice within the student's individual field of study. The course is especially relevant to allied health majors but is also open to any student. The course begins with an examination of rule-based, outcomes-based, ethical egoism, and virtue-based and existentialist ethical theories. Next, students engage in case-study exercises in a collaborative learning environment, with emphasis on ethical problems related to personhood, privacy/confidentiality, duty, consent, and the double effect. These exercises initially address ethical cases relevant to any field of study and then narrow in focus to address ethical cases specific to the student's particular field of study, with emphasis on the codes of ethics for the respective fields of study. 3.00 semester credit hours. Prerequisite: HU 101 Critical Thinking. Corequisite: None.

HU 320 Art History

This course is a survey of Renaissance and modern art history. Topics include defining and identifying artistic eras and movements and identifying major artists and their periods, techniques, and works of art. Emphasis will be placed on discussing how major artists are affected by the social and cultural climates in which they have created their work. 3.00 semester credit hours. Prerequisites/Corequisites: None.

HU 325 Literature and the Art of Healthcare

This course introduces students to the intersection of literature, illness, and healthcare. Narrative, drama, and poetry provide fertile sources for healthcare providers to reflect upon and integrate into their professional lives. Through literature, students will examine the motives and emotions that inform both patient and caregiver perspectives. Students will realize differing perceptions of disease within various cultural, religious, ethnic, and age groups, resulting in a more compassionate sensibility. 3.00 semester credit hours. Prerequisite: EN 104 English Composition I. Corequisites: None.

HU 326 Theatre and the Sociocultural Context

This course is a survey of Western dramatic literature in the context of theatrical production. Topics may include an introduction to professional theatre roles and terminology, a brief overview of dramaturgical concepts, an explanation of artistic eras and movements, a discussion of major theatre artists and their works, and an overview of the historical importance of theatrical design and production techniques. Emphasis will be placed on theatre history and the interplay between the sociocultural climate of each era as well as the concurrent development of Western theatre. 3.00 semester credit hours. Prerequisite: EN 251 Writing About Literature. Corequisites: None.

(IN) INDUSTRIAL TECHNOLOGY

IN 130 Hydraulic and Pneumatic Systems

This course covers the theory and practice of hydraulic and pneumatic fluid power systems in industrial applications. This includes the characteristics and operation of fluid power sources, actuators, fluid storage and distribution devices, fluid control devices, and fluid-conditioning devices. Also covered are safety issues with fluid power systems. 3.00 semester credit hours. Prerequisites/Corequisites: None.

IN 200 Industrial Electricity

This course covers electricity from an industrial perspective. Topics include electrical symbols and drawings, conductors and terminal connections, three-phase electricity, wiring methods and distribution, DC generators and motors, and AC generators and motors. Other topics covered include motor controls and industrial electronic devices. 3.00 semester credit hours. Prerequisite: EE 131 Hydraulic and Pneumatic Systems. Corequisites: None.

IN 211 Programmable Logic Controllers

This course covers programmable logic controllers (PLCs) and their function, application, and programming as used in industrial control systems. This includes the symbols, input/output devices, PLC modules, and PLC programming instruction sets used for programming a PLC. 3.00 semester credit hours. Prerequisite: EE 111 Electricity and Test Equipment. Corequisites: None.

(IS) INFORMATION SYSTEMS

IS 102 Computers and Application Software

This course provides an introduction to operating systems and browsers as well as word processing, presentation, spreadsheets, and e-mail applications used in office productivity software. 4.00 semester credit hours. Prerequisites/Corequisites: None.

IS 103 Programming Logic

This course provides instruction in fundamental object-oriented programming concepts. Topics include problem solving and algorithm development, programming standards, variables, data types, operators, decisions, repetitive statements, modularity, methods, attributes,

objects, classes, arrays, file I/O, and software testing and debugging, all within an object-oriented programming framework. Concepts may be introduced with a visual tool. Topics are demonstrated and implemented in a higher-level contemporary language such as Java or C#. 4.00 semester credit hours. Prerequisites/Corequisites: None.

IS 106 Computer Applications—Word Processing, Spreadsheets, and E-Mail

This course provides an introduction to computer operating systems, word processing, spreadsheets, and e-mail programs. 2.00 semester credit hours. Prerequisites/Corequisites: None.

IS 108 Internet Foundation

This course describes the history, architecture, and development of the World-Wide Web. Tagging languages such as XHTML and XML are introduced along with scripting languages such as JavaScript. Topics also include popular web page authoring tools, design, graphic and multimedia formats, and commerce, implementation, and security issues. Project: Static website. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 109 Object-Oriented Programming 1

The goal of this course is to introduce the student to the design, implementation, and maintenance of event-driven software systems using an object-oriented approach. Common ways of organizing data are discussed such as basic data structures, class design and modeling, exception handling, file I/O, and database processing techniques. In addition, object-oriented concepts, such as inheritance, encapsulation, and polymorphism, are discussed and utilized in this course. A higher-level language such as Visual Basic, C#, and Java are used for implementation and illustration. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 112 Computer Networks

This course provides instruction in network design and technologies using the Open Systems Interconnection (OSI) model. Topics include network fundamentals, the OSI model, network operating systems, TCP/IP fundamentals and utilities, network installation and upgrades, network remote access configuration and protocols, network administration and security, fault tolerance and disaster recovery considerations and procedures, and network troubleshooting procedures. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 119 Current and Emerging Trends in Technology

This course introduces students to current and emerging technologies that have significance in business and industry and the related areas of employment. Students will conduct research to identify strategies and techniques for finding critical information regarding the current and emerging technologies and their impacts on related jobs. Students will use this research to devise plans for preparing and adjusting to those changes, as if they were employed in such jobs, through updating their skills or transitioning to other related fields. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 120 Word Processing

This course presents the practical application of the concepts and features of a leading word processor. Topics include formatting text and documents, creating and formatting tables, working with graphics, integrating information with other programs, managing styles and templates, working with columns, merging documents, file management techniques, creating forms, and creating web documents. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 124 Database Applications

This course provides the study of the principles and features of a leading desktop database management system. Topics include creating and managing databases, data management and integrity, working with queries and forms, managing reports, using tools and macros, database and file management, analyzing and filtering data, relational databases, and linking databases to the web. 4.00 semester credit hours. Prerequisite: MO 111 Computer Software Applications in Healthcare or IS 102 Computers and Application Software. Corequisite: None.

IS 160 Spreadsheets

This course presents the practical application of the concepts and features of a leading spreadsheet package. Topics include using and managing worksheets and workbooks, applying formatting and style features, working with data, formulas, and functions, managing charts and graphics, working with outlines, views, and reports, automating tasks with the macro feature, using auditing tools, collaborative tools, and hyperlinks, and integrating with other programs. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 165 Programming in Java I

The focus of this course is the study of the Java Programming language, with an emphasis on introducing the basic concepts of object orientation and the basic structure and framework of a Java program. Topics include object-oriented program development, defining, creating, and using objects, communicating through methods, working with applets, the Java development environment and coding conventions, variables, data types, and operators, conditionals and loops, strings and string processing, and an introduction to one-dimensional arrays and array processing. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 170 Visual Basic I

This course provides instruction on how to create desktop applications using Visual Basic. Topics include designing applications, using variables, selection and repetition structures, sequential access files, menus and reports, dialog boxes and error trapping, random access files, database access and variable arrays, COM and ActiveX, and optimization, deployment, maintenance, and support. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 182 Database Concepts and Applications I

This course provides an introduction to fundamental principles and guidelines for designing, developing, and implementing secure relational databases. Topics include object-oriented analysis and entity relationships as foundations of relational database design, ensuring data integrity, the use of standard SQL as a means of developing complex queries, and the creation and purpose of custom database forms and reports. 3.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 185 Computer Architecture and Troubleshooting I

This course provides instruction in microcomputer software and hardware concepts using the latest technology and troubleshooting techniques. Topics include the function and purpose of hardware and software, system board components and memory management, working with floppy and hard drives, supporting input and output devices, multimedia technology, supporting operating systems, printers, and notebook computers, troubleshooting fundamentals, applying disaster-recovery techniques and developing maintenance plans, and working with networks and the Internet. 4.00 semester credit hours. Prerequisites/Corequisites: None.

IS 186 Computer Architecture and Troubleshooting II

This course provides instruction in IT infrastructure-related topics that include personal computer elements, portable devices, network operating systems, printers and imaging devices, networks and network security, safety and environmental issues, and professionalism. It covers the material required to pass the CompTIA IT technician A+ certification exam. 4.00 semester credit hours. Prerequisite: IS 185 Computer Architecture and Troubleshooting I. Corequisite: None.

IS 191 Linux Administration

This course introduces the capabilities and features of Linux as a multi-user operating system. Topics include planning and installing a Linux system, using and managing desktop interfaces, working with Linux shells and text files, performing system administration and management tasks such as file system management, application, process, and module management, network services installation and configuration, system security evaluation and enhancement, performance tuning, and troubleshooting techniques. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

IS 207 Object-Oriented Programming 2

This course focuses on using object-oriented programming languages such as Java, C#, C++, or Visual Basic in the development of modern business applications. Topics include object-oriented design using UML, encapsulation, object interfaces, inheritance, aggregation, abstract classes, polymorphism, user interfaces and database access along with advanced file I/O. Using object-oriented techniques to help manage complexity, improve communication among project stakeholders, and adapt to change are explored. Current software modeling and integrated development environments are demonstrated. Project: Development of a business application. 4.00 semester credit hours. Prerequisite: IS 109 Object-Oriented Programming 1. Corequisite: None.

IS 210 Discrete Structures for Computer Science

This course covers the fundamental mathematical concepts used in computer science. Topics include numbering systems, sets, relations, functions, counting, induction and recursion, trees, and logic. There is an emphasis on applications in computer science. 3.00 semester credit hours. Prerequisites: IS 103 Programming Logic and MA 107 College Algebra. Corequisite: None.

IS 211 Legacy Systems Introduction

This course introduces legacy technologies and programming languages, which are still widely used. Maintenance strategies for these technologies are explored. Integration with newer technologies are discussed and compared. Replacement technologies are analyzed for feasibility and effectiveness. Some basic features of older technologies are introduced and contrasted. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 213 C++ Programming

This course provides an introduction to the C++ programming language for those students that have already been successful with fundamental object-oriented programming language concepts. After demonstrating the syntax for implementing the fundamental concepts in C++, advanced topics, such as pointers, operator overloading, preprocessing, and templates, are covered. 4.00 semester credit hours. Prerequisite: IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 214 SQL Server Administration

This course provides instruction in the planning, installation, and administration of a leading SQL Server database management system. Topics include planning SQL Server capacity and security, installing and configuring the SQL Server, security configuration and

management, data maintenance and management, monitoring performance, and troubleshooting various problems. 4.00 semester credit hours. Prerequisite: NT 180 Network and Server Operating Systems. Corequisite: None.

IS 216 Database Concepts and Applications II

This course continues instruction in designing, developing, and implementing secure relational databases. Topics include advanced techniques for queries, forms, and reports in an event-driven environment, in-depth coverage of structuring databases using object-oriented concepts of properties and methods of classes and objects, techniques for debugging, error handling, and optimizing database applications, client and server strategies, transaction processing, multi-user applications, replication, Internet integration, and security. 3.00 semester credit hours. Prerequisite: IS 182 Database Concepts and Applications I. Corequisite: None.

IS 217 Introduction to SQL

This course provides the student with an introductory look at SQL fundamentals and features. Topics include an introduction to SQL, single and multiple table queries, updating data, database administration, and reports. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 218 Web Graphics

This course provides the opportunity to develop knowledge and skill in bitmapped and vector graphics using a web imaging or graphics tool. Topics include working with file size and format, using web-safe color palettes and managing color, image masking and image compression, Graphics Interface File (GIF), Joint Photographic Experts Group (JPEG) and Portable Network Graphics (PNG) file formats, using tools to alter photographs, and applying filters and effects. The web animation tool includes creating graphic elements, turning objects into animations, using action scripts and sounds, and putting movies on the web. 4.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IS 239 TCP/IP

The focus of this course is to provide comprehensive working knowledge of the concepts essential to the practice of TCP/IP networking and TCP/IP administration. Topics include network addresses, names, implementation issues, internetwork architectures, models, conceptual tools, TCP/IP Internet and routing protocols, FTP, TFTP, Telnet, r-utilities, resource sharing, distributed computing, TCP/IP internetwork management with DNS and DHCP, troubleshooting and security, intranets, extranets, and Internet commerce. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

IS 258 Web Scripting

This course presents the concepts and syntax of JavaScript programming for adding dynamic content and interactive elements to web pages. Topics include JavaScript programming fundamentals, integrating JavaScript and HTML, creating pop-up windows, adding scrolling messages, validating forms, enhancing the use of image and form objects, and using cookies, arrays, and frames. 4.00 semester credit hours. Prerequisite: IS 108 Internet Foundation. Corequisite: None.

IS 272 Introduction to Computer Security

This course is a survey of information and computer security. Topics include security standards and policies, common threats and risk management, disaster recovery planning, security architectures and design principles, access control, and network security. 3.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

IS 282 Network Security

This course introduces basic security principles, such as establishing an effective security policy, and the different types of hacker activities that are most likely to be encountered. It will instruct the student in the latest security industry recommendations and how to properly protect leading OS servers in a variety of settings as well as how to conduct security audits. 4.00 semester credit hours. Prerequisites: IS 191 Linux Administration and NT 180 Network and Server Operating Systems. Corequisite: None.

IS 284 Routers and Switches I

This course introduces part one of concepts and procedures required to utilize industry standard switches and routers in multi-protocol internetworks. Topics include exploring router components and their function, configuring routers according to the industry standard operating system (OS), routing fundamentals in a subnetted network infrastructure, and LAN design technologies. The class focuses on the TCP/IP protocol suite and IP addressing in regards to function and importance in a routed environment. Routing protocol basics, such as static and dynamic routing techniques, are covered, with extensive labs and hands-on exercises. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks or IS 185 Computer Architecture and Troubleshooting I. Corequisite: None.

IS 286 Routers and Switches II

This course is a continuation of the Routers and Switches I course and is based on current industry standards. The focus of the course will cover topics such as switching basics, intermediate routing, introduction to VLSM (variable length subnet masking), scaling IP addresses, route flapping, RIP version 2, Enhanced Interior Gateway Routing Protocol implementation, switching concepts in regards to LAN design, VLAN

configuration, and VLAN trunking techniques. The class also explores the leading industry standards associated with WAN communication technologies and design such as ISDN, PPP, and Frame Relay operations. 4.00 semester credit hours. Prerequisite: IS 284 Routers and Switches I. Corequisite: None.

IS 289 Applied Routers and Switches

This course reinforces academic knowledge and advanced routing and switching concepts and emphasizes the importance of the critical nature of self-assessment, giving students hands-on experience. The course introduces students to advanced concepts in router and switch design and configurations. Topics include supernetting, VLSM, subnetting, VLANs, interVLAN routing, access lists, technical drawing, troubleshooting networks with routers and switches, and integrating Cisco routers and switches into a Windows networking environment. 4.00 semester credit hours. Prerequisite: IS 286 Routers and Switches II. Corequisite: None.

IS 292 Linux Application Server

This course is a study of intermediate to advanced topics regarding Linux server-based applications. Topics include advanced Linux system administration, using Linux as an e-mail server, FTP server, database server, web server, and news server. Topics will also discuss implementing Linux services including DHCP, DNS, NIS, firewall, and network security. 4.00 semester credit hours. Prerequisite: IS 191 Linux Administration. Corequisite: None.

IS 294 Career Internship

This is an elective course in associate's degree programs that students take in their final semester. The career internship course is designed for students interested in pursuing a career in a variety of computer science, information, or network technology-related studies. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisite: Final semester, PGPA of 2.50 and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

IS 312 C# Programming

This course provides an introduction to programming in C#. Topics include net framework, C# language fundamentals, creating objects in C#, implementing object-oriented programming techniques, windows form, controls, using ADO.NET to access data, using XML Web service, and creating applications. 4.00 semester credit hours. Prerequisite: IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 316 Programming in Linux

This course presents shell programming in a Linux environment using the Bourne and Bash shells. Topics include Linux tools and utilities, interactive command line programs, programming using constructs, variables, commands, and functions, and debugging processes. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

IS 317 C++ Project

This course focuses on the development of an application using C++. Topics include user interfaces, database access, current object libraries, good programming practices, development environment, testing, deploying, and supporting C++ applications. 3.00 semester credit hours. Prerequisite: IS 213 C++ Programming. Corequisite: None.

IS 320 Client-Side Website Development

This course provides instruction in advanced client-side web authoring, including the design and implementation of web pages and websites for popular browsers on desktop and mobile devices using hand-coded HTML and web page authoring tools. Topics include creating websites and web pages, working with HTML, links, and URLs, managing images and text, working with tables, forms, and colors, and using cascading style sheets (CSS) and JavaScript. Graphics topics include using image mapping, animation features, and imported files. 4.00 semester credit hours. Prerequisite: IS 108 Internet Foundation. Corequisite: None.

IS 321 Mobile Application Security

This course will cover a wide breadth of security issues that apply to mobile application environments. The current top issues of mobile security will be analyzed and strategies discussed for each major mobile operating system including Android, Apple iPhone, Windows Mobile, BlackBerry and Symbian OS. The course will also cover security issues pertaining to mobile services such as WAP, Bluetooth, SMS, mobile geolocation, and enterprise security. 3.00 semester credit hours. Prerequisite: IS 109 Object-Oriented Programming 1. Corequisite: None.

IS 324 Introduction to Android Mobile Development

The goal of this course is to introduce the student to the design and development of mobile software utilizing the Android Operating System and an appropriate Android Java SDK. The setup and configuration of such an environment will be demonstrated and employed. The development tools will be mastered through building an Android application, managing application resources, configuring the manifest file,

designing an application framework, implementing a main menu, building forms to collect user input, creating dialogs, and adding application logic that stores state information. 4.00 semester credit hours. Prerequisite: IS 165 Programming in Java I or IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 328 Software Engineering I

This course provides coverage of the major topics in software engineering. Students will learn how to apply software engineering concepts to real-world systems design and development. Topics include software processes, requirements engineering, software design, development, verification, validation, and emerging technologies in software engineering. Project: fully developed system design. 3.00 semester credit hours. Prerequisite: IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 332 Data Warehousing

This course provides an introduction to the fundamentals of data warehousing and the concepts involved in building a successful data warehouse. Topics include how data warehouses differ from traditional transaction processing systems, the history of data warehousing, and an overview of fundamental data warehousing design principles within the context of relational database systems and their implementation. Oracle Database software is used for illustration and implementation. 3.00 semester credit hours. Prerequisite: IS 216 Database Concepts and Applications II. Corequisite: None.

IS 334 Introduction to Blackberry Mobile Development

The goal of this course is to introduce the student to the design and development of mobile software utilizing the BlackBerry Operating System and an appropriate RIM Java SDK. The setup and configuration of such an environment will be demonstrated and employed. The development tools will be mastered through building a Blackberry application, managing application resources, configuring the manifest file, designing an application framework, implementing a main menu, building forms to collect user input, creating dialogs, and adding application logic that stores state information. 4.00 semester credit hours. Prerequisite: IS 165 Programming in Java I or IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 336 Mobile Applications Development

This course will provide an introduction to mobile application development. Native development environments and languages will be presented along with cross-platform environments. Using a cross-platform environment, mobile applications which access native features will be developed. Design, development, testing, and debugging will be covered in addition to building effective user interfaces and dealing with cross-platform issues. 3.00 semester credit hours. Prerequisites: IS 103 Programming Logic and IS 108 Internet Foundation. Corequisite: None.

IS 344 Introduction to iPhone Mobile Development

The goal of this course is to introduce the student to the design and development of mobile software utilizing the iPhone operating system. After an introduction to objective-C, the setup and configuration of the development environment will be demonstrated and employed. The development tools will be mastered through building an iPhone application, managing application resources, designing an application framework, implementing a main menu, building forms to collect user input, creating dialogs, and adding application logic that stores state information. Access to a Mac is required for this course. 4.00 semester credit hours. Prerequisite: IS 213 C++ Programming. Corequisite: None.

IS 345 Business Systems Analysis

This course provides the study of the analysis and design of information systems for business applications. The course concentrates on the systems development process—the analysis. The analysis process provides a strong basis for understanding and modeling the user needs in an information system solution with a business-driven conception. Topics include requirements elicitation, initial proposal, project management, data flow diagramming, agile modeling, data dictionaries, structured decision tables/trees, effective input/output designs, database designs, quality data-entry procedures, and object-oriented concepts. The course does not include any programming of the system or actual layout of the network. Emphasis is placed on the tools and analytical skills required of the systems analyst. The final project of the class aims at producing a professional systems document using most of the analyst's tools. 3.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

IS 354 Introduction to Symbian Mobile Development

The goal of this course is to introduce the student to the design and development of mobile software utilizing the Symbian operating system. The setup and configuration of such an environment will be demonstrated and employed. The development tools will be mastered through building a Symbian application, managing application resources, designing an application framework, implementing a main menu, building forms to collect user input, creating dialogs, and adding application logic that stores state information. 4.00 semester credit hours. Prerequisite: IS 213 C++ Programming. Corequisite: None.

IS 358 Software Engineering II

This course provides coverage of the post-development stages of software engineering and software testing, quality, and maintenance. Students learn how to apply testing throughout the development process to improve the quality of systems and how to use state-of-the-art tools for test planning, test design, and defect tracking. Topics include software testing, quality assurance, and software maintenance. Industry leading and state-of-the-art tools are used. Project: fully developed test plan. 3.00 semester credit hours. Prerequisite: IS 328 Software Engineering I. Corequisite: None.

IS 364 Introduction to Windows Mobile Application Development

The goal of this course is to introduce the student to the design and development of mobile software utilizing the Windows Mobile 7 Operating System and the .NET Compact Framework. The setup and configuration of such an environment will be demonstrated and employed. The development tools will be mastered through building a Windows Mobile application, managing application resources, configuring the manifest file, designing an application framework, implementing a main menu, building forms to collect user input, creating dialogs, and adding application logic that stores state information. 4.00 semester credit hours. Prerequisite: IS 312 C# Programming. Corequisite: None.

IS 390 Advanced Web Development

This course explores web development tools and techniques. Students learn server-side and client-side programming technologies and build dynamic web applications. Topics include data validation, state management, integration with files, and relational databases and security. Industry leading and state-of-the-art tools are used. Team project: Fully-functional database-driven website. 4.00 semester credit hours. Prerequisites: IS 108 Internet Foundation and IS 182 Database Concepts and Applications I. Corequisite: None.

IS 420 Advanced Specialization

This course is an advanced-level independent study course that allows a student to work on an agreed-upon project from conception through implementation. The student is expected to prepare a proposal and time line prior to beginning the course. The student will explore technology issues related to the project. A written report and oral presentation is expected to complete the course. The student is expected to meet regularly with the instructor to track technical and project-management issues. An ability to work independently is required. 3.00 semester credit hours. Prerequisite: PGPA of 3.00 and written approval of both the faculty advisor and academic dean. Corequisite: None.

IS 421 Firewall Security

This course provides instruction in the fundamental theories and practices of firewall operation and management. Topics include deployment planning and installation, and configuration, management, and troubleshooting of both hardware- and software-based firewalls. Mastery of advanced TCP/IP operating principles and associated business practices is required. The lab component covers a wide variety of firewall products and implementation strategies. 4.00 semester credit hours. Prerequisite: IS 282 Network Security. Corequisite: None.

IS 422 Mobile Game Development

This course explores the development of interactive games for a variety of mobile devices. Topics include the game development process, graphics, mobile networking for multiplayer games, interface design, and programming. 4.00 semester credit hours. Prerequisite: IS 207 Object-Oriented Programming 2. Corequisite: None.

IS 424 Advanced Android Mobile Development

The goal of this course is to further the student's knowledge base of Android development and to create robust applications using powerful device features. This will include accessing images and the camera, adding support for location-based services (GPS), implementing network communications, internationalizing the application, developing methodologies for different devices, implementing testing practices for Android applications, and publishing an app in the Android Market for distribution. 4.00 semester credit hours. Prerequisite: IS 324 Introduction to Android Mobile Development. Corequisite: None.

IS 434 Advanced Blackberry Mobile Development

The goal of this course is to further the student's knowledge base of BlackBerry development and to create robust applications using powerful device features. This will include utilizing the PIM interface to access the device's contacts, telephone numbers, e-mail addresses, and events in the calendar. Network communications will also be covered as well as interfacing to the GPS hardware, internationalizing the application, developing for different devices, implementing testing strategies for different devices, code signing an application, and distributing an application through BlackBerry App World. 4.00 semester credit hours. Prerequisite: IS 334 Introduction to Blackberry Mobile Development. Corequisite: None.

IS 464 Advanced Windows Mobile Development

The goal of this course is to further the student's knowledge base of Windows Mobile development and to create robust applications using powerful device features. This will include accessing images and the camera, adding support for location-based services (GPS), implementing network communications, internationalizing the application, developing methodologies for different devices, implementing testing practices for WinMo applications, and publishing to the Windows Mobile Market Place. 4.00 semester credit hours. Prerequisite: IS 364 Introduction to Windows Mobile Application Development. Corequisite: None.

IS 481 IT Strategic Management

This course provides a comprehensive guide to information technology strategic management with a focus on the essential components found in an information technology (IT) strategic plan. Topics include the role of an IT manager, IT as a strategic issue, the IT/business strategy relationship, determining a high-level direction for IT, IT strategy gap analysis, option analysis and action plans, IT problem, change, and recovery management strategies, emerging technology evaluation strategies, managing IT functions and resources, and trends affecting IT strategic management. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

IS 482 Database Administration

The focus of this course is on the foundations of database administration. Topics include managing users, profiles, privileges, and resources, creating operational databases, managing database files, start up and shut down of an instance and database, and managing tablespaces, segments, indexes, extents, and blocks. 3.00 semester credit hours. Prerequisite: IS 216 Data Concepts and Applications II. Corequisite: None.

IS 491 Capstone Project

Students work individually or in project teams on an industry-sponsored or instructor-approved project. They will identify a problem, develop design specifications based on stakeholder needs, consider alternative designs, develop a schedule and/or budget, and design, develop, and test the proposed process or product. Interim reports to the sponsor or to the class, a final project report, and a final presentation will be required. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

IS 495 Internship

This is an elective course in bachelor's programs that students may take in their final semester. The career internship course is designed for students interested in pursuing a career in the computer science and information technology fields. The outcome of the internship is an informed student fully apprised of the opportunities their program offers for professional growth. During the internship, the student will experience various aspects of working in the actual field in which the student has been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning centers on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 3.00 semester credit hours. Prerequisites: Final semester and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

(IT) INFORMATION TECHNOLOGY

IT 100 Introductory Topics in Information Technology and Software Development

This course provides an introductory overview to information technology (IT) and software development (SD). Topics include PC hardware, computer networking, OSI model, client and server operating systems, basic virtualization, programming and logic, databases, and basic web authoring. 3.00 semester credit hours. Prerequisites/Corequisites: None.

IT 201 Internet Concepts and Human Computer Interaction

This course provides an in-depth introduction to the Internet and the World Wide Web as a basis for more advanced studies in Internet technologies and tools, web document publishing, Internet design, and communication protocols including TCP/IP, FTP, HTTP, SMTP, telnet, and the tools that use them. This course will also discuss introductory concepts related to Internet servers and their applications, types of Internet clients, client configuration, security fundamentals, Internet development, databases, HTML, and multimedia. Human computer interaction (HCI), as a discipline concerned with the design, evaluation, and implementation of interactive computing systems for human use and the study of major problems surrounding them, will be discussed. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

IT 231 CompTIA A+ Competency Workshop

This course provides a CompTIA A+ competency review of CompTIA A+ certification textbook exercises and lab exercises, and it prepares the student for completion of CompTIA A+ exams 220-801 and 220-802. 4.00 semester credit hours. Prerequisites: IS 102 Computers and Applications Software and IS 186 Computer Architecture and Troubleshooting II. Corequisite: None.

IT 232 MCSA Competency Workshop

This course provides a Microsoft MCSA competency review of the Microsoft MCSA certification textbook exercises, lab exercises, and exam objectives. This course also includes the preparation and completion of the Microsoft exams 70-646, 70-642, and 70-640. 4.00 semester credit hours. Prerequisites: NT 180 Network and Server Operating Systems, NT 200 Network Infrastructure Administration, and NT 210 Directory Services Administration. Corequisite: None.

IT 233 CCNA Competency Workshop

This course provides a CCNA competency review of CCNA certification textbook exercises, lab exercises, and exam objectives. This course also includes the preparation and completion of the CCNA exam 640-802. 4.00 semester credit hours. Prerequisite: IS 289 Applied Routers and Switches. Corequisite: None.

IT 330 Routing and Switching Security

This course equips students with the knowledge and skills needed to design and support network security in a typical routing and switching topology. The course aims to develop an in-depth understanding of network security principles as well as tools and configurations such as protocol sniffers/analyzers, TCP/IP and common desktop utilities, IOS software, and VPN client software. Topics include access control lists, intrusion prevention systems, IPSec, and virtual private networks. 4.00 semester credit hours. Prerequisite: IS 284 Routers and Switches I or NT 215 Routers and Switches. Corequisite: None.

IT 335 Ethical Hacking

The threat to systems is one that is continuously changing and evolving. The goal of the ethical hacker is to help organizations take pre-emptive measures against malicious attacks by attacking the system themselves while staying within legal limits. This course will explore the various means that an intruder has available to gain access to the security of a network and various resources. Students will be introduced to penetration testing with the ethics and responsibilities of testing in mind as well as various security attacks to the advanced level. The course will have an intense laboratory component which will be limited to student networks. Foundations in security policy, perimeter defenses, intrusion detection, security monitoring, liability issues, and ethics will be covered. Topics to be covered include, but are not limited to, penetration testing, enumerating, footprinting, scanning, hacking techniques, firewall, IDS, procedural documentation, host reconnaissance Trojans, backdoors, and system attacks such as WLAN, database servers, web servers, and e-mail servers. *It must be noted that hacking is a felony in the United States and most other countries. When it is done by request and under a contract between an Ethical Hacker and an organization, it is legal*. 4.00 semester credit hours. Prerequisite: IS 282 Network Security. Corequisite: None.

IT 345 Information Technology Project Management

This course covers techniques and managerial concepts of information technology project management. It prepares students to manage complex information technology projects. Students are introduced to all five major process groups in project management, namely initiating, planning, executing, monitoring, controlling, and closing. Topics include project life cycles, cost benefit analysis, work breakdown structure, staffing, roles, responsibilities, accountability, finance, estimation, budgeting, planning, risk management, scheduling, and tracking. The course also introduces students to computer software for project management. Students will work in teams to design a project plan for a real-world IT project that demonstrates an ability to follow standard project management methodology. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

IT 365 Network Infrastructure Hardening

This course offers an in-depth look at TCP/IP, performing volumes of packet captures and analysis, and auditing and generating documentation for hardening procedures. Topics include implementation of IPSec in several different scenarios including a detailed and extensive lesson on securing Linux and Windows network infrastructures. The course will focus on best practices for network design to avoid security breaches and hardening network services such as DNS, DHCP, Directory Services, Operating System Routing, and NAT. Students will also be introduced to securing routers and switches in an infrastructure design as well as professional documentation of network infrastructures. Students will work in teams on a project to demonstrate concepts of hardening a network infrastructure. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

IT 366 Cloud Computing

This course develops knowledge and skills in cloud computing. Students will learn cloud computing principles, architectures, and implementations. Topics include cloud computing history, principles, architectures, and implementations, cloud services and solutions, virtualization, network infrastructure and access, data storage, security, end-user access, and standards and compliance. 4.00 semester credit hours. Prerequisite: NT 305 Virtualization. Corequisite: None.

IT 371 Web Security

This course offers an in-depth look at web application security for students who have some prior understanding of web technologies. There is an in-depth treatment of several significant topics such as user authentication, browser security, business logic, data handling, and distributed threats. The course also covers motivating attacks, defense mechanisms, and security tools and techniques. Emphasis is placed on the skills and abilities for analyzing and documenting web security as a security specialist in order to protect web-related services. Topics include client security, cookies and web beacons, phishing, transaction security—certificates and secure connections, spyware and viruses, man-in-the-middle attacks, server security, denial-of-service attacks, attacks via clients (e.g., zombies and DOS), and DNS poisoning. 4.00 semester credit hours. Prerequisite: NT 370 Web Server Installation and Administration. Corequisite: None.

IT 380 Cloud Computing and Virtualization Competency Workshop

This course provides a cloud computing virtualization competency review of the EMC Cloud Infrastructure Associate-VMWare Certified Professional Certification textbook exercises, lab exercises, and exam objectives. This course also includes the preparation and completion of the EMC E20-002 and VMWare VCP5DT exams. 4.00 semester credit hours. Prerequisites: IT 366 Cloud Computing and NT 315 Designing Network Security. Corequisite: None.

IT 460 Advanced Security Implementation

This course examines and explains the technologies required to design, build, and audit a trusted network. Topics include detailed discussions of corporate security culture, the reasons for building and components of a trusted network, and an in-depth look into cryptography, computer forensics law, and legislation, looking at the legalities surrounding networks and network security. Additional topics include a detailed look at biometrics and its applications, strong authentication, and a discussion of two of the cornerstones of trusted networks: digital certificates and digital signatures. 4.00 semester credit hours. Prerequisites: IS 282 Network Security and NT 200 Network Infrastructure Administration. Corequisite: None.

IT 470 Enterprise Security Solution

This course begins with a discussion of the following: the needs and requirements for building a trusted network, an examination of Certificate Policies and Certificate Practice Statements key to the planning and design of a trusted network, procedures for configuring certificate authorities (CA), both stand-alone and as the root, and the creation and configuration of Certification Authority. Additional topics include management of digital certificates, including their use and configuration on Smart Cards, the procedures available for securing local resources, including documentation of problems and solutions, encryption and biometrics, securing a wireless network in the enterprise, securing e-mail, including the use of S/MIME and PGP, and building a trusted network. 4.00 semester credit hours. Prerequisites: IS 282 Network Security and NT 200 Network Infrastructure Administration. Corequisite: None.

IT 491 Information Technology Capstone Project

Students work individually or in project teams on an industry-sponsored or instructor-approved project. They will identify a problem, develop design specifications based on stakeholder needs, consider alternative designs, develop a schedule and/or budget, and design, develop, and test the proposed process or product. Interim reports to the sponsor or to the class, a final project report, and a final presentation will be required. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(MA) MATHEMATICS

MA 090 Fundamentals of Mathematics

This course introduces students to practical mathematics and developing conceptual and problem-solving skills. Topics include basic math statements, the study of linear equations, graphing, polynomials, and mathematical functions. Students who successfully complete this course will have the foundation necessary to succeed in college algebra. 4.00 semester credit hours. Prerequisites/Corequisites: None.

MA 107 College Algebra

This course covers topics of algebra including linear functions, equations, inequalities, systems of equations in two variables, polynomial functions, quadratic equations, and rational and radical equations. 4.00 semester credit hours. Prerequisite: MA 090 or test-out. Corequisite: None.

MA 115 Applied Mathematics for the Trades

This is a basic course in applied mathematics. It is designed to demonstrate how math can be used to solve real-world problems and help students develop problem-solving skills. Skills covered include using proportions, solving equations, and interpreting graphs. Math concepts will include polynomials, right triangles, and trigonometric functions. 3.00 semester credit hours. Prerequisite: MA 090 or test-out. Corequisite: None.

MA 175 Business Mathematics

This course provides instruction in the mathematical operations associated with the retail, banking, and accounting industries. Topics include decimals, fractions, and percentages, bank services, interest payment, purchase orders and invoices, and selling prices and mark-ups. This course does not satisfy the general education math requirement for degree programs. 3.00 semester credit hours. Prerequisites/ Corequisites: None.

MA 204 Trigonometry

This course focuses on the concepts of trigonometry. It includes the geometry of triangles, the Pythagorean theorem, logarithms, trigonometric functions and identities, and vectors. 3.00 semester credit hours. Prerequisite: MA 107 College Algebra. Corequisite: None.

MA 225 Trigonometry and Pre-Calculus

This course presents instruction in the math of algebraic and transcendental functions. Covered topics include basic trigonometry functions, complex numbers, logarithms, and analytic functions. Each topic is demonstrated with specific applications from natural science, computer science, and electronics. 4.00 semester credit hours. Prerequisite: MA 107 College Algebra with a grade of C or better. Corequisite: None.

MA 320 Statistics

This course presents the study of basic statistical theory and concepts. Topics include statistical probabilities, measures of central tendency, measures of variation, hypothesis testing, regression, correlation, and quality control applications. 3.00 semester credit hours. Prerequisite: MA 107 College Algebra. Corequisite: None.

MA 335 Calculus I

In this course, students are introduced to calculus, which is the study of change. Topics covered include rate of change of functions, limits, and their properties. Also explored will be derivatives of polynomial, radical, rational, and trigonometric functions as well as applications of derivatives. 3.00 semester credit hours. Prerequisite: MA 204 Trigonometry (with a grade of C or better) <u>or</u> MA 225 Trigonometry and Precalculus (with a grade of C or better). Corequisite: None.

MA 345 Calculus II

Students continue the study of calculus. Covered topics include integrals of functions, applications of integrations, and integration techniques. Additional topics include solving problems using number series and sequences. 3.00 semester credit hours. Prerequisite: MA 335 Calculus I. Corequisite: None.

(MC) MEDICAL CODING

MC 208 Program Review

Program Review is a course in which the student will prepare for certification examinations. The Certified Coding Associate (CCA) is a nationally recognized credential that enables employers to have confidence in a potential employee's ability. This course aids the student in combining their didactic training with a variety of review methodologies. 1.00 semester credit hour. Prerequisite: Final semester and PGPA of 2.00.

MC 271 Diagnosis Coding I

Diagnosis Coding I is an introduction to the ICD-10-CM data set used for reporting diagnoses. This course will also include instruction on how to classify and index diagnoses in the healthcare setting. The various uses for diagnosis codes will be discussed as well. 3.00 semester credit hours. Prerequisites: (HC 115 Medical Terminology for Healthcare Professionals or HI 221 Health Sciences for ICD-10), MO 150/L Pathophysiology and Pharmacology/Lab, and Anatomy and Physiology With Lab. Corequisite: None.

MC 272 Procedure Coding I

Procedure Coding I helps students determine all types of healthcare services, treatments, and procedures provided to patients in both inpatient and outpatient facilities. HCPCS Level II codes will also be covered. 3.00 semester credit hours. Prerequisites: (HC 115 Medical Terminology for Healthcare Professionals or HI 221 Health Sciences for ICD-10), MO 150/L Pathophysiology and Pharmacology/Lab, and Anatomy and Physiology With Lab. Corequisite: None.

MC 273 Diagnosis Coding II

Diagnosis Coding II will build upon Diagnosis Coding I. The application of coding guidelines will continue to be reinforced. 3.00 semester credit hours. Prerequisite: MC 271 Diagnosis Coding I. Corequisite: None.

MC 274 Procedure Coding II

Procedure Coding II introduces the student to a coding system used by hospitals for coding inpatient procedures. The course will include instruction on how to analyze, assign, and sequence coding procedures in the ICD-10-PCS coding system. 3.00 semester credit hours. Prerequisite: MC 272 Procedure I. Corequisite: None.

MC 291 Insurance Billing and Coding Case Study Research Project

This course prepares students for challenges in the workplace by improving their critical thinking and problem-solving skills using research as a problem-solving tool. Students will examine real-world business problems while analyzing, developing, and implementing workplace solutions to build relationships that support the organization's strategic goals. In addition to building a foundation and developing competencies, students will develop important skills in ethical and values considerations, technology, and business communication. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

MC 294 Insurance Billing and Coding Internship

During the internship phase of training, the student will experience various aspects of working in the insurance billing and coding field. The internship will provide the student with the opportunity to experience and participate in the duties of a medical coder in a working environment. Experienced insurance billing and/or coding personnel provide the instruction. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisites: Final semester, PGPA of 2.00, and PD 212 Medical Billing and Insurance Coding Internship Preparation.

(ML) MILITARY SCIENCE

(These courses are part of the Army ROTC program offered through some Herzing University campuses where an agreement exists with a local college or university hosting an Army ROTC detachment. Military science courses are taken at the hosting college and apply toward the Herzing University degree requirements as open elective courses.)

ML 110 Basic Military Science I

This is the first freshman-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 2.00 semester credit hours. Prerequisites/Corequisites: None.

ML 120 Basic Military Science II

This is the second freshman-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 2.00 semester credit hours. Prerequisite: ML 110 Basic Military Science I or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 210 Basic Military Science III

This is the first sophomore-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 2.00 semester credit hours. Prerequisite: ML 120 Basic Military Science II or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 220 Basic Military Science IV

This is the second sophomore-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 2.00 semester credit hours. Prerequisite: ML 210 Basic Military Science III or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 310 Advanced Military Science I

This is the first junior-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 4.00 semester credit hours. Prerequisite: ML 220 Basic Military Science IV or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 320 Advanced Military Science II

This is the second junior-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 4.00 semester credit hours. Prerequisite: ML 310 Advanced Military Science I or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 330 American Military History

This course surveys American military history through the end of the twentieth century. The course examines the strategies and tactics of warfare throughout this period and explores how social, economic, and technological advances contributed to the distinct patterns of war that characterized the struggles over the past 300 years. Additionally, this course gives an appreciation of the U.S. military establishment in society and the evolution of the military profession. 3.00 credits. Prerequisites/Corequisites: None.

ML 410 Advanced Military Science III

This is the first senior-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 4.00 semester credit hours. Prerequisite: ML 320 Advanced Military Science II or permission of the host college/university Professor of Military Science. Corequisite: None.

ML 420 Advanced Military Science IV

This is the second senior-level course in military science and is part of the Army ROTC leadership program offered in conjunction with the Army ROTC detachment at a local partner college or university. The course may include a leadership lab or other Army ROTC elective activities in addition to classroom instruction on military and leadership-related topics. 4.00 semester credit hours. Prerequisite: ML 410 Advanced Military Science III or permission of the host college/university Professor of Military Science. Corequisite: None.

(MO) MEDICAL OFFICE ADMINISTRATION

MO 110 Keyboarding

This course includes the development of keyboarding skills through touch, mastery of the keyboard, speed building, and preparation of office documents. 1.00 semester credit hour. Prerequisites/Corequisites: None.

MO 111 Computer Software Applications in Healthcare

This course introduces the student to the administrative portion of the healthcare environment, including medical office management software (patient registration, appointments, office financial management, and electronic health records) and appropriate Microsoft Office applications. 3.00 semester credit hours. Prerequisite: MO 110 Keyboarding. Corequisite: None.

MO 150 Pathophysiology and Pharmacology

This course provides instruction in the study of human diseases with focus on the symptoms, signs, causes, and diagnosis of disease. Additionally, students will learn about pharmacology, drug categories, and pharmacological treatment related to human diseases. 2.00 semester credit hours. Prerequisite: HC 115 Medical Terminology for Healthcare Professionals or HI 221 Health Sciences for ICD-10. Corequisite: MO 150L Pathophysiology and Pharmacology Lab.

MO 150L Pathophysiology and Pharmacology Lab

This is the lab portion of MO 150 Pathophysiology and Pharmacology. 1.00 semester credit hour. Prerequisite: HC 115 Medical Terminology for Healthcare Professionals or HI 221 Health Sciences for ICD-10. Corequisite: MO 150 Pathophysiology and Pharmacology.

MO 205 Insurance Claims, Processing and Adjudication

In this course, the student will understand the basic types of medical insurance programs available in today's healthcare environment. It acquaints students with billing formats, using universal claim forms, and it provides the skills necessary to master basic aspects of medical insurance billing and adjudication. Current reimbursement methodologies and compliance will also be covered. 3.00 semester credit hours. Prerequisites/Corequisites: None.

MO 211 Healthcare Systems and Operations

This course introduces the student to various medical office procedures, including content of records, documentation requirements, and filing systems. The student will also learn about types of healthcare delivery systems such as governing bodies that regulate health information management (HIM) processes and various professions and settings that employ healthcare workers. 3.00 semester credit hours. Prerequisites/Corequisites: None.

MO 216 Ethics and Health Information Management

This course is designed to introduce the student to important legal and ethical guidelines within the healthcare profession. The student will be introduced to patient confidentiality and information security as identified and enforced through HIPAA regulations. Additionally, the student will learn legal and ethical guidelines as they relate to documentation, content, and structure of healthcare data, risk management, and various health laws and regulations. 2.00 semester credit hours. Prerequisites/Corequisites: None.

MO 270 Case Study Research Project

This course prepares students for challenges in the workplace by improving their critical thinking and problem-solving skills using research as a problem-solving tool. Students will examine real-world business problems while analyzing, developing, and implementing workplace solutions to build relationships that support the organization's strategic goals. In addition to building a foundation and developing competencies, students will develop important skills in ethical and values considerations, technology, and business communication. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

MO 295 Medical Office Administration Internship

During the internship phase of training, the student will experience various aspects of working in the medical office. The internship will provide the student with the opportunity to experience and participate in the duties of a medical office administrator in a working environment. Areas such as scheduling, billing, insurance coding, medical records, transcription, and customer service will be experienced. Instruction will be provided by experienced medical office personnel. The internship consists of 180 hours of practical experience in the medical office. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisites: Final semester, PGPA of 2.00, and PD 215 Medical Office Administration Internship Preparation. Corequisite: None.

(MS) MEDICAL SCIENCE

MS 215 Medical Clinical Assisting I With Lab

This course is designed to provide the basic theoretical knowledge and hands-on experience in assisting physicians or medical office staff with medical exam room preparation and routine patient examination preparation with an emphasis on various communication techniques. Students will be introduced to basic clinical procedures including vital signs, first aid, injections, and emergency preparedness. 5.00 semester credit hours. Prerequisites: MO 150/MO 150L Pathophysiology and Pharmacology/Lab, PD 216 Proctor Preparation (online students only), and Anatomy and Physiology With Lab. Corequisite: None.

MS 235 Medical Clinical Assisting II With Lab

This course is a continuation of MS 215 Medical Clinical Assisting I. It is an introduction to diagnostic procedures routinely performed in the physician's office laboratory setting. Students will be introduced to electrocardiography, respiratory testing, hematology, microbiology, proper specimen collection techniques, quality control, and equipment inventory and maintenance. 5.00 semester credit hours. Prerequisite: MS 215 Medical Clinical Assisting I With Lab. Corequisite: None.

MS 280 Program Certification Review

This directed practice seminar is a course in which the student will participate in seminars to prepare for their transition into the workplace as well as successful completion of one of two national certification examinations for medical assisting. Students will complete cover letters, résumés, and reference lists to use in job placement. Professional credentialing opportunities are addressed as well as practice examinations focused on the graduate sitting for either of two national certification examinations. At locations where the Medical Assisting Services program holds specialized accreditation by ABHES or CAAHEP, the Certified Medical Assistant (CMA) certification offered by the American Association of Medical Assistants will be covered. At other locations, the Registered Medical Assistant (RMA) certification offered by the American Medical Technologists will be covered. (See the "Accreditation" section of the Undergraduate Catalog for accredited locations.) 2.00 semester credit hours. Prerequisites: All didactic coursework and PGPA of 2.00.

MS 295 Externship

During the externship phase of training, the student will experience various aspects of working in the actual field they have trained for. The externship will provide the student with the opportunity to experience and participate in the duties typical to a real workplace setting. Instruction centers on observing experienced personnel as well as participating in actual procedures under close supervision of trained professionals. This portion of training must be completed within one year of completion of didactic training. 4.00 semester credit hours. Prerequisites: Final semester, PGPA of 2.00, PD 211 MA Internship Preparation, and a valid CPR certification.

(MT) MEDICAL LABORATORY

MT 110 Clinical Laboratory Techniques

This course covers the basic principles and techniques used in the medical laboratory. Emphasis is placed on medical terminology, basic microscopy, and phlebotomy. Other topics include an overview of all the disciplines in clinical laboratory science, laboratory safety, infection control, accreditation, certification, and licensure. Upon completion, students will be able to perform basic laboratory procedures and utilize basic theories of laboratory principles. 3.00 semester credit hours. Prerequisites: SC 145/SC 145L Anatomy and Physiology I/Lab. Corequisite: None.

MT 111 Clinical Laboratory Calculations and Statistics

This course incorporates the practical application of mathematical concepts in the medical laboratory. Instructions include the metric systems, solution preparation, dilutions, and other laboratory calculations. Upon completion, students will be able to make determinations of precision and accuracy using statistical data for various laboratory departments. 2.00 semester credit hours. Prerequisite: MA 107 College Algebra. Corequisite: None.

MT 112 Urinalysis and Body Fluids

This course focuses on the theory and techniques in the examination of urine and other body fluids. Proper techniques in the collection and handling are discussed. Students will be introduced to the physical and chemical properties of these fluids as well as microscopic examination of sediment and the identification of cells and crystals. Upon completion, students will be able to perform basic urinalysis and body fluid analysis and correlate laboratory results in renal disorders and other disease states. 2.00 semester credit hours. Prerequisites: MT 110 Clinical Laboratory Techniques, MT 111 Clinical Laboratory Calculations and Statistics, and SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

MT 113 Clinical Chemistry

The course introduces students to the principles and procedures of various tests performed in clinical chemistry. It presents the physiological basis, principle and procedure, and clinical significance of the test results, including quality control and normal values. Topics also include quality assurance, basic chemical laboratory techniques, safety, specimen collection and handling, carbohydrates, proteins, methodologies and pathophysiology for renal and hepatic functions, endocrine function, toxicology, electrolytes, acid-base balance, enzymes, and lipids. Upon completion, the student will evaluate laboratory test outcomes and correlate test results with patient condition(s). 4.00 semester credit hours. Prerequisites: MT 110 Clinical Laboratory Techniques, MT 111 Clinical Laboratory Calculations and Statistics, SC 185/SC 185L General Chemistry/Lab, and SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

MT 114 Clinical Hematology

In this course, the theory and techniques of hematology are covered. The student is presented with blood components, normal and abnormal cell morphology, blood-related disease conditions, and selected automated methods. Upon completion, students will be able to perform various procedures, including preparation and examination of hematologic slides, and relate results to specific disorders. 3.00 semester credit hours. Prerequisites: MT 110 Clinical Laboratory Techniques, MT 111 Clinical Laboratory Calculations and Statistics, and SC 245/SC 245 Anatomy and Physiology II/Lab. Corequisite: None.

MT 115 Coagulation

This course covers the theory and principles of blood clotting and explores mechanisms involved in clotting disorders. Emphasis is placed on laboratory techniques used in the diagnosis of disease and monitoring of treatment. Quality control and safety are also discussed. 1.00 semester credit hour. Prerequisites: MT 110 Clinical Laboratory Techniques, MT 111 Clinical Laboratory Calculations and Statistics, and SC 245/SC 245 Anatomy and Physiology II/Lab. Corequisite: None.

MT 116 Immunology/Serology

This course focuses on the theory and application of basic immunology, including the immune response, principles of antigen-antibody reactions, the principles of serological procedures, safety, quality control, and specimen collection and handling. 2.00 semester credit hours. Prerequisites: MT 110 Clinical Laboratory Techniques, MT 111 Clinical Laboratory Calculations and Statistics, and SC 245/SC 245 Anatomy and Physiology II/Lab. Corequisite: None.

MT 210 Clinical Microbiology

This course prepares students to perform microbiological procedures on all body fluids and secretions for the purpose of identification of relevant microorganisms. There will be an emphasis on cultural, morphological, and chemical methods to identification. Topics include microbiology fundamentals, basic techniques, clinical microbiology, anti-microbial sensitivity, safety and quality control, parasitology, mycology, mycobacteriology and virology, correlation of disease states, and process improvement. 4.00 semester credit hours. Prerequisites: MT 116 Immunology/Serology and SC 165/SC 165L General Microbiology/Lab. Corequisite: None.

MT 211 Immunohematology

This course presents the theory and techniques of immunohematology. Students study the principles of immunohematology along with the practices of blood-banking. Also studied are antigen and antibody formation, behavior, and reaction properties. The blood group antigens and antibodies are discussed at length. Upon completion, students will be able to relate principles of immunohematology to procedures for transfusion and donor services, correlate blood-banking practices to certain disease states and disorders, and describe techniques for analytical methods utilizing immunological concepts. 3.00 semester credit hours. Prerequisite: MT 116 Immunology/Serology. Corequisite: None.

MT 212 Clinical Lab Simulation and Microscopy

This course provides an opportunity for the student to perform clinical laboratory procedures from all phases of laboratory testing as a review of previous laboratory courses. Emphasis is placed on microscopy, case studies, organization of tasks, and simulation of routine operations in a clinical laboratory. 2.00 semester credit hours. Prerequisites: MT 116 Immunology/Serology and SC 165/SC 165L General Microbiology/Lab. Corequisite: None.

MT 213 Clinical Lab Seminar

This course is a cumulative review of clinical laboratory science theory. The seminar consists of an on-campus summation of previous classes emphasizing recall, application of theory, correlation, and evaluation of all areas of clinical laboratory science. The course is also a review session of the topics necessary to prepare the students for the certification examination. Upon completion, students will be able to apply theory of analytical methods, recognize normal, abnormal, and erroneous results, and relate laboratory results to pathological conditions. 2.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

MT 214 Clinical Lab Practicum I

This is the first of two supervised practicums. The practicum is within the clinical setting and provides laboratory practice in hematology, urinalysis, microbiology, serology, immunohematology, and clinical chemistry. Emphasis is placed on clinical skills and performance in areas such as specimen preparation and examination, instrumentation, reporting results, management of data and quality control, recovery, isolation, culturing, identification of microorganisms, detection and identification of antibodies, typing of blood, compatibility testing of blood and blood components, computerized instrumentation, and the ability to recognize technical problems. Upon completion, the student will be able to process specimens, perform analyses utilizing various methods, including instrumentation, report results, perform screening for and identification of antibodies, compatibility testing, perform biochemical analysis, and manage data and quality control using information systems. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

MT 215 Clinical Lab Practicum II

This is the second of two supervised practicums. The practicum is within the clinical setting and provides laboratory practice in hematology, urinalysis, microbiology, serology, immunohematology, and clinical chemistry. Emphasis is placed on clinical skills and performance in areas such as specimen preparation and examination, instrumentation, reporting results, management of data and quality control, recovery, isolation, culturing, identification of microorganisms, detection and identification of antibodies, typing of blood, compatibility testing of blood and blood components, computerized instrumentation, and the ability to recognize technical problems. Upon completion, the student will be able to process specimens, perform analyses utilizing various methods including instrumentation, report results, perform screening for and identification of antibodies, compatibility testing, perform biochemical analysis, and manage data and quality control using information systems. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(NA) NURSING—ALABAMA

NA 081 Nursing Tutorial I

This is the first of a two-part series of nursing tutorials for students who did not meet TEAS scores required for unconditional entrance into the RN-Mobility Nursing Program. It involves professional concepts, reading, mathematics, and analyzing and comprehension of nursing concepts. Study skills, critical thinking, and test-taking strategies are discussed. The goal of this course is to provide the student with the tools necessary to participate in the nursing program. 0.00 semester credit hours. Prerequisite: None. Corequisite: None.

NA 082 Nursing Tutorial II

This is the second of a two-part series of nursing tutorials for students who did not meet TEAS scores required for unconditional entrance into the RN-Mobility Nursing Program. It involves professional concepts, reading, mathematics, and analyzing and comprehension of nursing concepts. Study skills, critical thinking, and test-taking strategies are discussed. The goal of this course is to provide the student with the tools necessary to participate in the nursing program. 0.00 semester credit hours. Prerequisite: None. Corequisite: None.

NA 165 General Microbiology for Nursing

This course presents the scientific study of microscopic organisms and their effects as related to the medical profession. It also presents daily topics that are in the news and in current research journals and provides a thorough, comprehensive, and accurate overview of microbiology. Positive effects of microorganisms in our lives, along with the medically important microorganisms that cause disease, will be emphasized. 3.00 semester credit hours. Prerequisite: None. Corequisite: NA 165L General Microbiology for Nursing Lab.

NA 165L General Microbiology for Nursing Lab

This laboratory course encompasses the learning experience with hands-on practice with organisms, including protozoa, bacteria, and fungi. The students also gain experience with culturing and staining and various biochemical procedures used to identify microorganisms. These procedures will also be used to identify unknown bacteria. Students will learn how microbial growth is physically and chemically controlled. 1.00 semester credit hour. Prerequisite: None. Corequisite: NA 165 General Microbiology for Nursing.

NA 205 Anatomy and Physiology II for Nursing

This course builds on previous anatomy and physiology to include biochemistry, cellular biology, and histology integrated with each body system. Laboratory interpretation will provide students with experience relevant to laboratory values of each body system and how the body systems work together to provide homeostasis as well as body functions in the healthy and diseased states. 3.00 semester credit hours. Prerequisite: None. Corequisite: NA 205L Anatomy and Physiology II for Nursing Lab.

NA 205L Anatomy and Physiology II for Nursing Lab

The concepts of anatomy and physiology are applied to the study and assessment of the cardiovascular, immune, respiratory, urinary, digestive, and reproductive systems. Partial applications are integrated as well as laboratory work with partial applications involving the dissection of a cat and a comparison of the cat to the human organism. 1.00 semester credit hour. Prerequisite: None. Corequisite: NA 205 Anatomy and Physiology II for Nursing.

NA 212 Advanced Pharmacology

This course focuses on the effects of drug therapy on human body systems. The body systems include the central nervous system, autonomic nervous system, and the cardiovascular, renal, endocrine, respiratory, and gastrointestinal systems. Also included are anti-infective, anti-inflammatory, immune and biological modifiers and chemotherapeutic, hematological, dermatologic, ophthalmic, and optic agents. This course will cover laboratory practice of medication administration. It integrates the knowledge of physiology, chemistry, nursing fundamentals, calculations, and interpretation of medication orders as well as the knowledge and ability to administer medications and their pharmacokinetics safely. 2.00 semester credit hours. Prerequisites/Corequisites: None.

NA 220 Medical Surgical Nursing I for RNs

This course expands on the scope of adult medical-surgical nursing by focusing on adult clients with increasingly complex self-care deficits and subsequent increase in nursing agency. The student will use critical thinking processes to guide care-planning decisions for the adult client. This course includes the nurse's role in assisting the client with self-management of acute and chronic illness. Emphasis will be placed on working as an effective member of the healthcare team, and beginning leadership skills will be presented. 4.00 semester credit hours. Prerequisite: NA 212 Advanced Pharmacology. Corequisite NA 225 Medical/Surgical Nursing I for RNs Clinical. Corequisite: None.

NA 225 Medical Surgical Nursing I for RNs Clinical

The student will use critical thinking processes to guide care-planning decisions for the adult client. The student will plan, implement, and evaluate medical-surgical nursing interventions for appropriateness in preparation for the client's discharge. This clinical course includes the nurse's role in assisting the client with self-management of acute and chronic illness. Students assist with planning and managing care for groups of clients. 1.00 semester credit hours. Prerequisite: NA 212 Advanced Pharmacology. Corequisite NA 220 Medical Surgical Nursing I for RNs.

NA 230 Nutrition

This course offers a nursing perspective on the role of nutrition in health promotion, primary prevention, and clinical disease states. Emphasis will be on classroom and clinical application of critical thinking and caring therapeutic nursing interventions in acute, chronic, and community healthcare settings. Concepts and issues examined include nutrition throughout the life span, nutrition as related to specific disease processes, community nutrition, and USDA dietary guidelines. 3.00 semester credit hours. Prerequisites/Corequisites: None.

NA 235 Obstetrics/Pediatric Nursing

This course focuses on the role of the nurse on meeting the physiological, psychosocial, cultural, and developmental needs of the child and childbearing family. Course content includes human growth and development, pediatric care, and prenatal, perinatal, postnatal, and newborn care. Nutrition, pharmacology, culture, ethics, patient education, communication, critical thinking, and application of the nursing process are integrated throughout the course. 4.00 semester credit hours. Prerequisites: NA 220 Medical Surgical Nursing I for RNs and NA 225 Medical Surgical Nursing I for RNs Clinical. Corequisite NA 240 Obstetrics/Pediatric Nursing Clinical.

NA 240 Obstetrics/Pediatric Nursing Clinical

The student will observe, assess, and participate in the care of the maternal, newborn, and child client. This course focuses on the role of the nurse on meeting the physiological, psychosocial, cultural, and developmental needs of the childbearing family and pediatric client in a variety of settings. Upon completion of this course, students will be able to provide and manage care for maternal, newborn, and pediatric clients. 1.00 semester credit hour. Prerequisites: NA 220 Medical Surgical Nursing I for RNs and NA 225 Medical Surgical Nursing I for RNs Clinical. Corequisite NA 235 Obstetrics/Pediatric Nursing.

NA 250 Medical Surgical Nursing II for RNs

This course is a continuation of Medical Surgical Nursing I for RNs. The scope of adult medical-surgical nursing is broadened to include care of adult clients in complex and critical care areas. Upon completion of the course, the student will be able to identify adult client's complex self-care deficits and plan and provide appropriate nursing agency to adult clients in complex and critical care areas. Emphasis will be placed on clinical decision making for patient-centered collaborative care along with emergency and disaster preparedness. 3.00 semester credit hours. Prerequisite: NA 220 Medical Surgical Nursing I for RNs Clinical. Corequisite: None.

NA 260 Mental Health for the RN

This course focuses on the continued application of the nursing process, critical thinking, and caring therapeutic interventions in acute, chronic, and community-based psychiatric-mental health settings. Basic mental health concepts and issues examined include cultural beliefs and ethnic diversity of the client and nurse as well as legal and ethical issues, therapeutic nurse-client relationship, self-awareness, neurobiopsychosocial theories, therapies and factors affecting health and wellness of clients with common psychiatric-mental health needs, and disorders across the life span, i.e., anxiety, mood, thought, cognitive, personality, and eating disorders. Emphasis is placed on client advocacy and collaboration with members of the mental healthcare team. 3.00 semester credit hours. Prerequisite: None. Corequisite: NA 261 Mental Health for the RN Clinical.

NA 261 Mental Health for the RN Clinical

This practicum will focus on continuing nursing knowledge and skills as related to mental health nursing. Students will continue to develop these areas in hospital and community settings, guided by instructors knowledgeable in the field of mental health. 1.00 semester credit hour. Prerequisite: None. Corequisite: NA 260 Mental Health for the RN.

NA 281 Role Transition: LPN to RN

This course provides an overview of theoretical and clinical concepts needed for the transitional role of the graduating associate-degree nurse as a provider and manager of care and a member of the profession. Concepts of effective leadership styles, advanced therapeutic communication, delegation, conflict resolution, time management, nursing ethics, and professional issues, including the recognition of the impact of cultural beliefs and ethnic diversity of the client, are analyzed and compared in this final nursing course. Emphasis is placed on classroom and clinical application of critical thinking and caring therapeutic nursing interventions in acute, chronic, and community-based healthcare settings using advanced technological and psychomotor skills. Utilizing the nursing process and advanced critical thinking, the student implements the role of the beginning associate-degree nurse as coordinator of care, including theory and clinical accountability to provide quality care in various environments. 4.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

NA 282 NCLEX RN Review

This course is designed to thoroughly prepare the student for the registered nursing licensure exam. It covers essential nursing content from all core clinical areas, the nursing process, and client needs categories. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. Extensive student performance evaluation is provided throughout the course to aid in identifying and strengthening necessary content areas. 4.00 semester credit hours. Prerequisite: Final course. Corequisite: None.

NA 295 RN Clinical Internship

During the Internship phase of training, the student will function in a registered nurse capacity with a preceptor. Their internship will provide the student with the opportunity to experience and participate in their profession as a registered nurse. The preceptorship will center on observing

experienced personnel as well as participating in actual nursing activities under close supervision of other registered nurse professionals. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(NB) NURSING/NURSING BRIDGE

NB 090 Foundations for Nursing

This course will review basic written and oral communication in professional writing, problem solving, and critical thinking skills. Topics will include paragraphing, basic essay writing, basic math statements, an overview of scientific principles, the metric system, and body system structure and function. Students who successfully complete this course will have the foundation necessary to succeed in the nursing program. 0.00 semester credit hours. Prerequisites/Corequisites: None.

NB 010 Pre-NCLEX Licensure Prep I

This is the first of two faculty-directed review courses that focus on skills and content review from previous courses and standardized testing. Course content to be reviewed will be based on analysis of previous student performance. Instructional strategies used will include case study, practice testing, skills review and practice, and lecture/discussion. 0.00 semester credit hours. Prerequisite: Enrollment in sixth-semester nursing courses. Corequisite: None.

NB 011 Pre-NCLEX Licensure Prep II

This is the second of two faculty-directed review courses that focus on skills and content review from previous courses and standardized testing. Course content to be reviewed will be based on analysis of previous student performance. Instructional strategies used will include case study, practice testing, skills review and practice, and lecture/discussion. 0.00 semester credit hours. Prerequisite: Enrollment in seventh-semester nursing courses. Corequisite: None.

NB 100 Growth and Development

This course focuses on the review of human growth and development across the life span with an emphasis on cognitive, psychological, social, physical, and moral/spiritual development. Major theories will be discussed, and significant milestones, developmental tasks, adjustments, and common health problems will be explored. Students will use case studies and debate to enhance learning. A final project will be required. 3.00 semester credit hours. Prerequisite: PS 101 Psychology. Corequisite: None.

NB 206 Introduction to Professional Nursing

This course will present an overview of the profession of nursing including historical, theoretical, political, social, and economic impact. The student will be introduced to nursing roles, health promotion, evidence-based practice, standards of practice, and professional accountability and responsibility. The nurse as a leader in the healthcare system will also be explored. 2.00 semester credit hours. Prerequisite: None. Corequisites: NB 208 Pathophysiology and NB 211 Introduction to Clinical Nursing.

NB 208 Pathophysiology

This course examines the pathophysiological bases for disease process throughout the life span, with an emphasis on nursing clinical applications. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the manifestations of disease. Alterations in pathophysiological functions of body systems are discussed. Physiological theory and treatment implications are explored. 4.00 semester credit hours. Prerequisites: NB 100 Growth and Development, SC 165/SC 165L General Microbiology/Lab, SC 185/SC 185L General Chemistry/Lab, SC 245/SC 245L Anatomy and Physiology II/Lab, and SS 120 Introduction to Sociology. Corequisite: None.

NB 209 Health Assessment

This course presents an overview of assessment of the adult. Emphasis will be placed on communication and interviewing skills to promote collection of the health history, critical thinking, clinical reasoning, and clinical decision-making. Systems review of normal variations and the most common abnormalities will occur. Students will make beginning nursing diagnoses. The student will practice interviewing, systems assessment, and documentation of findings from the health history and physical examination as well as have virtual simulation practice opportunities. To successfully complete the course, the student will demonstrate a comprehensive health examination and history. The course builds on information from anatomy and physiology and growth and development. 3.00 semester credit hours. Prerequisites: NB 100 Growth and Development, SC 185/SC 185L General Chemistry/Lab, SC 245/SC 245L Anatomy and Physiology II/Lab, and SS 120 Introduction to Sociology. Corequisite: None.

NB 211 Introduction to Clinical Nursing

This foundational course focuses on concepts and foundational psychomotor skills of the professional nurse. The nursing process is introduced along with the communication process, client safety, and evidence-based practice. Emphasis is placed on the nurse's role in providing safe, caring, compassionate, holistic, and culturally competent care across the life span. Pharmacodynamics, economics of healthcare, and beginning leadership skills will be addressed. Students will use the simulated and actual clinical environment in this course. 3.00 semester credit hours.

Prerequisites: NB 100 Growth and Development, SC 165/SC 165L General Microbiology/Lab, SC 185/SC 185L General Chemistry/Lab, SC 245/SC 245L Anatomy and Physiology II/Lab, and SS 120 Introduction to Sociology. Corequisites: NB 206 Introduction to Professional Nursing, NB 208 Pathophysiology, and NB 209 Health Assessment.

NB 216 Adult Health I

This course is the first in a series of three adult health courses. Learners will explore the application of the nursing process to meet the holistic health needs of the adult client in tertiary care settings. Emphasis is placed on nursing interventions in the safe and effective care of diverse clients with chronic conditions, including those related to nutrition, fluid and electrolyte balance, respiratory function, select cardiovascular conditions, the nervous system, the sensory system, the musculoskeletal system, the gastrointestinal system, select endocrine problems, select hematological problems, and the renal/urinary system. The student will demonstrate foundational concepts and principles and techniques of beginning and intermediate psychomotor skills related to the topics covered in theory in both the laboratory and clinical settings. Documentation and the use of the EMR are incorporated as students collect and interpret data, perform interventions, and plan and evaluate care. Chronic illness and developmental theory, healthcare economics, and related concepts that impact client and family outcomes will be explored. 6.00 semester credit hours. Prerequisites: NB 211 Introduction to Clinical Nursing. Corequisite: NB 220 Pharmacology.

NB 220 Pharmacology

This course introduces the student to the role of pharmacotherapeutic agents in the treatment of illness and also in the promotion, maintenance, and restoration of wellness in patients throughout the life span. These concepts provide the basis for the study of drug actions, indications, side effects, nursing implications, and patient education. 3.00 semester credit hours. Prerequisite: NB 211 Introduction to Clinical Nursing. Corequisite: NB 216 Adult Health I.

NB 225 Nursing Informatics

This course is designed to examine computers, electronic technologies, and selected computer applications of data management through information systems and telecommunications. The impact of these technologies on nursing practice, administration, teaching, and research will be examined. 3.00 semester credit hours. Prerequisite: IS 102 Computers and Application Software. Corequisite: None.

NB 302 Adult Health II

This course is the second in a series of three adult health classes. The course expands the knowledge base of learners with continued application of the nursing process to holistic care in the role of health promotion, risk reduction, and disease prevention. Emphasis is on the complexity of the healthcare needs of acutely ill patients, clients, and families. Use of critical thinking skills, evidence-based nursing interventions, and cost-wise planning will be stressed as care is provided to clients across the life span. The student will participate in delegation of tasks, supervision of non-licensed staff, and management of patient groups in specialty settings. 6.00 semester credit hours. Prerequisites: NB 216 Adult Health I and NB 220 Pharmacology. Corequisite: None.

NB 305 Professional Role Transition

This course is designed to assist adult learners with return-to-school issues. The course provides a link between previously learned basic nursing theory and skills with baccalaureate-level courses. The course begins to build a new knowledge base in professional nursing. 3.00 semester credit hours. Prerequisites/Corequisites: None.

NB 309 Mental Health Nursing

This course addresses mental health issues within a holistic nursing context, emphasizing adaptive and maladaptive behaviors. The clinical experiences are focused on the application of theoretical principles and the development of responsibility and accountability for providing safe, effective mental health nursing care to individuals, families, and groups. The student will learn how to therapeutically use self to develop nurse-patient relationships to stabilize and promote recovery. Concepts relevant to mental health and psychiatric nursing practice will be emphasized. 4.00 semester credit hours. Prerequisites: NB 220 Pharmacology and NB 302 Adult Health II. Corequisite: NB 316 Gerontological Nursing.

NB 316 Gerontological Nursing

This course provides an opportunity to explore healthcare needs and issues in gerontological nursing. Healthy aging processes and the risk factors that affect the health and functioning of older adults will be explored as well as nursing approaches to managing those needs and risks. Students will have the opportunity to provide care to older adults in community and home settings. The student will design care and implement a project during this experience. Ethical, legal, and economic issues will be addressed. 4.00 semester credit hours. Prerequisites: NB 220 Pharmacology and NB 302 Adult Health II. Corequisite: NB 309 Mental Health Nursing.

NB 335 Legal and Ethical Issues in Nursing

This course analyzes theoretical and clinical nursing situations, applying ethical principles and decision-making models. The basic doctrines and principles utilized for providing legally acceptable nursing care, based on standards of nursing practice, are examined. 2.00 semester credit hours. Prerequisite: NB 206 Introduction to Professional Nursing. Corequisite: None.

NB 345 Health Assessment and Promotion Across the Life Span

This course examines the patterns of health and illness in individuals and populations as they relate to the nurse's role in health assessment, health maintenance, and health education. Students will develop interview techniques, therapeutic communication skills, and physical and mental health assessment skills relating to objectives outlined in *Healthy People Goals*. A systematic review of health screening, as well as physical and psychosocial assessment approaches across the life span, will be explored. 3.00 semester credit hours. Prerequisite: NB 305 Professional Role Transition. Corequisite: None.

NB 401 National and Global Health and Policy Issues

This course is an intensive overview of national and global health issues as well as the origin and effect of disease. Students will examine the natural history of disease and identify the frequency, distribution, and causation of disease. Policy development, healthcare systems, and the role of national and global healthcare agencies are examined. A course project is required for completion of this course. 2.00 semester credit hours. Prerequisites: NB 309 Mental Health Nursing and NB 316 Gerontological Nursing. Corequisite: None.

NB 402 Family Nursing

This course focuses on nursing care as it relates to the function and structure of the childbearing and childrearing family, including the specific experiences of pregnancy, childbirth, postpartum experiences, and the care of newborns and children. It explores the nurse's role in promoting and maintaining family health. Cultural and life span developmental considerations within a family context will be included. Students will provide care to childbearing and childrearing families in home, community, and acute care settings with emphasis on specialty area skills, communication, client and family education, pharmacotherapeutics, and care design from preconception through twenty-one years of age. 5.00 semester credit hours. Prerequisites: NB 309 Mental Health Nursing and NB 316 Gerontological Nursing. Corequisite: NB 412 Community Nursing.

NB 412 Community Nursing

This course focuses on the roles of the nurse in the community and public health nursing. The student will critically assess the role and core competencies of the nurse in the community in promoting health, preventing disease, restoring health, and planning. Emphasis is placed on examination of concepts, theories, evidence-based practice and research, economics, and epidemiology related to the role. The student will explore and plan for population-based needs including disaster response and training. Skills related to community and populations assessment, planning, and evaluation will be refined. 5.00 semester credit hours. Prerequisites: NB 309 Mental Health Nursing and NB 316 Gerontological Nursing. Corequisite: NB 402 Family Nursing.

NB 425 Nursing Informatics

This course is designed to examine computers, electronic technologies, and selected computer applications of data management through information systems and telecommunications. The impact of these technologies on nursing practice, administration, teaching, and research will be examined. 3.00 semester credit hours. Prerequisites: NB 305 Professional Role Transition and NB 345 Health Assessment and Promotion Across the Life Span. Corequisite: None.

NB 431 Evidence-Based Nursing Research and Practice

This course examines theory and technique related to development of evidence-based nursing practice. The student will overview the research process, ethics in research, research design, and dissemination. The student will learn to critique nursing research and implement evidence-based change in the practice setting. The course will culminate with the development of a research proposal and presentation. 3.00 semester credit hours. Prerequisite: MA 320 Statistics. Corequisites: None.

NB 434 Evidence-Based Nursing Research and Practice

This course examines the concepts of evidence-based nursing practice as applied to selected clinical situations. A nursing research proposal, including a review of the literature and reference materials, will be completed using situations relating to evidence-based nursing practice. 3.00 semester credit hours. Prerequisite: NB 305 Professional Role Transition. Corequisite: None.

NB 435 Global Health Policy, Ethics, and Law in Nursing

This course is an overview of national and global health issues as well as the origin and effect of disease. Students will examine the natural history of disease and identify the frequency, distribution, and causation of disease. Policy development, healthcare systems, and the role of national and global healthcare agencies are examined. In addition, this course analyzes theoretical and clinical nursing situations, applying ethical principles and decision-making models. The basic doctrines and principles utilized for providing legally acceptable nursing care, based on standards of nursing practice, are examined. 3.00 semester credit hours. Prerequisites: NB 305 Professional Role Transition and NB 345 Health Assessment and Promotion Across the Life Span. Corequisite: None.

NB 447 Adult Health III/Nursing Practicum

This course expands on previous nursing knowledge and skills to provide care to patients/clients that have complex health stressors with unpredictable outcomes. The focus is on caring for patients in specialty settings such as critical care, cardiovascular care, surgery, and emergency care. The student will demonstrate synthesis of the program objectives in the both the classroom and clinical setting, readiness

for beginning work as a nurse generalist, and potential for success on the NCLEX-RN licensure examination. An opportunity for review of essential clinical skills and synthesis of prior learning with guided review by faculty in the laboratory component assists in the synthesis of theory, assessment, and competence as well as NCLEX-RN preparation. The student will complete the clinical component in either a precepted or advanced practicum setting. 6.00 semester credit hours. Prerequisites: NB 402 Family Nursing and NB 412 Community Nursing. Corequisite: None.

NB 450 Nursing Leadership and Management

This course will explore leadership, management, and organizational theories necessary to provide effective delivery of nursing care to a diverse population in varied clinical settings. Techniques used by successful managers will be reviewed as will information on outcomes evaluation, quality improvement activities, and cost-wise decision making. The student will complete a self-evaluation of their leadership skills and finalize their employment portfolio. 3.00 semester credit hours. Prerequisites: NB 402 Family Nursing and NB 412 Community Nursing. Corequisite: None.

NB 455 Nursing Leadership and Management

This course will examine student leadership skills necessary for a successful practice in contemporary healthcare facilities. It explores leadership, management, and organizational theories necessary to provide effective delivery of nursing care to a diverse population in varied clinical settings. It evaluates societal and political trends and issues as they relate to healthcare. 3.00 semester credit hours. Prerequisite: NB 435 Global Health Policy, Ethics, and Law in Nursing. Corequisite: None.

NB 474 Community Health Nursing Bridge

This course focuses on the roles of community and public health nursing as they pertain to promotion of a healthy community. Students will be guided to think critically about the role and core competencies of community health nursing in promoting health, preventing disease, and restoring health. Emphasis is placed on the examination of concepts, theories, and practice from nursing and public health to assess and respond to the health status and needs of diverse communities. 4.00 semester credit hours. Prerequisites: NB 305 Professional Role Transition and NB 345 Health Assessment and Promotion Across the Life Span. Corequisite: None.

(NF) NURSING—FLORIDA

NF 111 Nursing I

This course introduces basic concepts necessary for the provision of safe, patient-centered nursing care to diverse populations. The nursing process, communication techniques, and legal and ethical responsibilities of the nurse are introduced. Basic nursing skills and health assessment are integrated and applied in the nursing laboratory. Upon successful completion, the student will be able to provide quality nursing care, incorporating the concepts identified in this course. 7.00 semester credit hours. Prerequisites: AS 144 Medical Terminology, SC 165/SC 165L General Microbiology/Lab, SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

NF 112 Nursing II

This course introduces additional basic concepts necessary for the provision of safe, patient-centered nursing care to diverse populations across the life span. A nursing process approach is used to emphasize evidence-based practice, quality improvement, critical thinking, communication, collaboration, technology, and skills. Nursing skills and medication administration are integrated and applied in the nursing laboratory. Upon successful completion, the student will be able to provide quality nursing care in the clinical setting. 6.00 semester credit hours. Prerequisite: NF 111 Nursing I. Corequisite: None.

NF 113 Nursing III

This course is designed to further develop and enhance concepts related to the nursing management of ill clients. A nursing process approach is utilized to emphasize evidence-based practice, critical thinking, teaching/learning, professional behaviors, communication, collaboration, and managing care. Upon successful completion, the student will be able to provide safe, patient-centered nursing care to developmentally and culturally diverse populations in the acute care or community settings. 6.00 semester credit hours. Prerequisite: NF 112 Nursing II. Corequisite: None.

NF 171 Transition to RN Practice

This course is designed to introduce the bridge student to the concepts related to professional nursing care. Emphasis will be placed on the scope of practice of the registered nurse. A nursing process approach is utilized to emphasize evidence-based practice, critical thinking, teaching/learning, professional behaviors, communication, collaboration, managing care, technology, and skills. Nursing skills, medication administration, and health assessment are integrated and applied in the nursing laboratory. Upon successful completion, the student will be able to provide quality nursing care, incorporating the concepts identified in this course. 6.00 semester credit hours. Prerequisites: SC 165/SC 165L General Microbiology/Lab and SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

NF 214 Nursing IV

This course is designed to broaden concepts related to nursing management of ill clients. The nursing process is used to expand upon previously learned concepts for the provision of safe, patient-centered nursing care to developmentally and culturally diverse populations. This course emphasizes evidence-based practice, critical thinking, teaching/learning, professional behaviors, communication, collaboration, and managing care. Upon successful completion, the student will be able to provide safe, holistic nursing care for one or more ill clients in the acute care of community settings. 6.00 semester credit hours. Prerequisite: NF 113 Nursing III or NF 171 Transition to RN Practice. Corequisite: None.

NF 215 Nursing V

This course is designed to augment previously learned concepts, introduce care of the family unit, and incorporate concepts related to leadership and professionalism. The nursing process is utilized to emphasize the concepts of family, health as a continuum, critical thinking, teaching/learning, communication, and advocacy. Upon successful completion, the student will be able to provide safe community and acute nursing care to the family unit. 6.00 semester credit hours. Prerequisite: NF 214 Nursing IV. Corequisite: None.

NF 216 Nursing VI

This course is designed to integrate previously learned concepts, life span development, and the promotion of critical thinking skills while applying the nursing process. Nursing management focuses on complex nursing care of the child and adult. Upon successful completion, the student will be able to provide safe nursing care to complex clients in the community and acute care setting. 6.00 semester credit hours. Prerequisite: NF 215 Nursing V. Corequisite: None.

NF 217 Nursing VII

This course provides a clinical practicum for the application of concepts learned throughout the program. Evidence-based practice, critical thinking, teaching/learning, professional behaviors, communication, collaboration, managing care, management/leadership, skills/technology, and professional development are embodied and exhibited. The student engages in the application of the nursing process in collaboration with the RN preceptor who guides the clinical experience. Upon successful completion, the student will be able to demonstrate the knowledge, skills, and behaviors necessary to provide safe, individualized entry-level nursing care. 4.00 semester credit hours. Prerequisite: NF 216 Nursing VI. Corequisite NF 218 Nursing VIII.

NF 218 Nursing VIII

This course provides the student with the opportunity to assess his/her strengths and areas for improvement in preparation for the NCLEX-RN®. Utilizing critical thinking and the nursing process, integration of all previous concepts will be emphasized through the use of case studies, integrated testing, and directed study. 2.00 semester credit hours. Prerequisite: NF 216 Nursing VI. Corequisite NF 217 Nursing VII.

NF 310 Nursing Pathophysiology

This course focuses on alterations of selected physiological functions that occur in response to a disease process or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the usual manifestations of common diseases. Alterations in pathophysiological functions of cells and the interrelationships of body systems are explored. Physiological theory and treatment are discussed using case situations and discussion questions that exemplify the content. 3.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

NF 317 Nursing VII

This course teaches concepts underlying professional career development in nursing. The role as a nurse manager, an integral part of a healthcare institution hierarch, is explored. Emphasis will be placed on the role of the nurse as a frontline manager, utilizing interprofessional communication skills and collaboration. The goal of these conceptual applications is to achieve excellence in the administration of healthcare organizations and in the provision of healthcare. Concentration on the acquisition of leadership behaviors, values, and the roles of planner, coordinator, provider, and evaluator of care are emphasized. The course focuses on concepts and tools required to provide safe care with evidence-based leadership. Focus of the nurse as educator, including principles and theories of teaching and learning, will be identified. Strategies for nurses to teach in staff development, as well as their role as a preceptor and in academic programs, will be explored. Students are introduced to quality improvement, case management, utilization review, staff development, peer review, and competency evaluation in healthcare. 6.00 semester credit hours. Prerequisite: NF 216 Nursing VI. Corequisite: None.

NF 319 Nursing IX

This course analyzes public health concepts, trends, theories, and issues for advanced community health nursing practice. Aggregates, stakeholders, high-risk populations, public health functions, domestic and international healthcare delivery systems, and conceptual and scientific frameworks for community/public health nursing practice are incorporated. Guided practice in the development and refinement of specific assessment knowledge, techniques, and skills are explored to assist in recognizing normal and deviated health patterns and at-risk behaviors in multicultural clients and populations across the life span. 6.00 semester credit hours. Prerequisite: NF 318 Nursing VIII. Corequisite: None.

NF 320 Nursing VIII

This course analyzes the impact of educational, legal, ethical, political, and social issues on health policy and healthcare as well as rising liability insurance costs and perspectives on American healthcare delivery—past, present, and future. The emphasis is on nursing at the microsystem level. Healthcare policies at the local, regional, state, national, and global levels will be discussed, including similarities and differences. Global differences and their relationship to American healthcare practice are explored. Issues of funding methods, resource allocation, access to care, and disparities impacting the healthcare system are addressed from a policy perspective. Emphasis will be placed on evaluation of the effects of practice and healthcare laws and policies related to practice, consumer health, and the profession of nursing associated with the cultural differences, current legislation, political and religious controversy, economic constraints, and technology. Factors will be defined that may influence a proactive response to achieve safety, prevention of errors, and quality patient outcomes. 3.00 semester credit hours. Prerequisite: NF 317 Nursing VII. Corequisite: None.

NF 420 Nursing X

This course will focus on healthcare information systems, database management, data quality, workload, quality improvement, resource utilization, and system design. General computer office applications and healthcare-specific technology applications are presented. Technology that supports patient care and the benefits of healthcare technology are emphasized. Students will learn about emerging information sources and communication technology and their impact on healthcare. Emphasis will be placed on trends and issues in clinical technology as well as security and the use of databases. Students collaborate with a faculty mentor to create a portfolio demonstrating the progress made toward individual and program goals and outcomes. The portfolio includes evidence of ability to conduct integral health assessments and to develop and implement service-learning projects. When completed, the portfolio will contain examples of papers, evaluations from faculty and self, and a reflective summary of the learning that occurred. The portfolio is designed to demonstrate evidence of mastery of program and course learning outcomes and serves as an assessment of student learning. 5.00 semester credit hours. Prerequisite: NF 319 Nursing IX. Corequisite: None.

NF 421 Nursing XI

This course introduces the methods of clinical and scientific inquiry, with a focus on research methodologies, nursing theory, and the application of an evidence-based practice approach to patient care. Emphasis is placed on the development of the decision-making skills required to critically appraise published investigations and to utilize research findings to effect positive change in healthcare through evidence-based practice. Students will utilize various databases and enhance their ability to analyze and synthesize research findings appropriate to clinical practice. 6.00 semester credit hours. Prerequisite: NF 420 Nursing X. Corequisite: None.

NF 422 Clinical Practicum

This is a clinical course that provides a practicum for the application of concepts learned throughout the program as the student engages in the full scope of professional nursing practice. The RN preceptor will provide the student with a guided clinical experience. Upon completion, the student should be able to demonstrate the knowledge, skills, and behaviors necessary to provide safe, individualized entry-level nursing care. 4.00 semester credit hours. Prerequisite: NF 421 Nursing XI. Corequisite: NF 423 Integration of Nursing Concepts.

NF 423 Integration of Nursing Concepts

This course provides the student with the opportunity to evaluate his/her strengths and weaknesses in preparation for the NCLEX-RN® exam. Utilization of the nursing process and integration of all previous concepts will be emphasized through the use of case studies, integrated testing, and directed study. 2.00 semester credit hours. Prerequisite: NF 421 Nursing XI. Corequisite: NF 422 Clinical Practicum.

(NM) NURSING—MINNESOTA

NM 121 Introduction to Professional Nursing

This course provides the foundation for professional nursing practice. Emphasis is placed on wellness and physiological, psychological, sociocultural, and spiritual factors which contribute to the well-being of individual patients across the life span. The application of the nursing process and clinical decision making are explored. Recognition and development of therapeutic communication within the patient-nurse relationship is introduced. This course also prepares the student to perform a comprehensive health assessment of physiological, psychological, sociocultural, and spiritual variables of individual patients across the life span. Interviewing and documentation skills related to the comprehensive health assessment are developed. In addition to assessment, a focus on the theoretical basis for selected nursing skills and the development of the student's psychomotor ability to perform these skills is emphasized. 6.00 semester credit hours. Prerequisites/ Corequisites: None.

NM 131 Clinical Nursing I

This course prepares students to enter their first clinical experience by providing an understanding of the complexity of the human being and the underlying nursing knowledge and critical-thinking skills required to respond to healthcare needs. The clinical component of this course includes simulated and clinical practice sessions plus beginning interactions with individual adult clients. To develop beginning assessment skills,

emphasis is placed on history-taking skills and determining normal versus abnormal clinical signs. Students complete a holistic health assessment at the completion of this course. The course integrates use of the nursing process along with principles of communication and basic nursing skills in order to meet the health and illness needs of patients from diverse backgrounds. The role of the nurse as educator is introduced in this course. 7.00 semester credit hours. Prerequisite: NM 121 Introduction to Professional Nursing. Corequisite: None.

NM 136 Pharmacology

This course introduces the student to the role of pharmacotherapeutic agents in the treatment of illness as well as the promotion, maintenance, and restoration of wellness in clients throughout the life span. Basic pharmacokinetic and pharmacodynamic principles are introduced. These concepts provide the basis for the study of drug actions, indications, side effects, nursing implications, and client education. All major drug groups are addressed. This course will provide a foundation for critical thinking and the utilization of the nursing process in the use of pharmacotherapeutic agents. 4.00 semester credit hours. Prerequisite: NM 121 Introduction to Professional Nursing. Corequisite: None.

NM 221 Clinical Nursing II

Building on Clinical Nursing I, this course expands the knowledge base of caring for adult patients. It addresses the complexity of the human being and specifies the underlying nursing knowledge and critical thinking skills required to respond to healthcare needs. The focus is on specific healthcare problems and the interventions to deal with these problems. The clinical component focuses on complex clinical experiences related to the content in Clinical Nursing II. Students use critical thinking processes to guide care-planning decisions for hospitalized patients. All components of this course integrate the nursing process, principles of communication, and nursing skills necessary for applying health assessment data, pathophysiology content and pharmacology to the experience of health and illness of clients from diverse backgrounds. 8.00 semester credit hours. Prerequisites: NM 131 Clinical Nursing I, NM 136 Pharmacology, and NM 255 Applied Pathophysiology. Corequisite: None.

NM 230 Psychiatric Nursing: Contemporary Practice

This course will address mental health issues within a holistic nursing context. Specific content will include historical and stereotypical views of psychiatric nursing care, biological versus behavioral approaches, therapeutic versus non-therapeutic communication, and the role of self-esteem. Evaluation of specific psychiatric disorders and nursing interventions appropriate to these disorders will be reviewed. 4.00 semester credit hours. Prerequisite: NM 221 Clinical Nursing II. Corequisite: None.

NM 245 Cultural Diversity in Nursing

This course focuses on the diversity in nursing practice in our society. It examines our own cultural beliefs, values, and practices and other cultures in the healthcare system. The course also is designed to understand the concept of culture and the nurse's cultural awareness of the relationships between Westernized medicine and traditional health practices and recognition of selected cultures within the United States. Understanding of the ethical aspects associated with the professional nursing practice will be presented. The nursing process will be the guide for assessment, interventions, and evaluation of transcultural nursing care. 3.00 semester credit hours. Prerequisite: NM 221 Clinical Nursing II. Corequisite: None.

NM 255 Applied Pathophysiology

This course focuses on alterations of selected physiological functions that occur in response to a disease process or compensate for common stressors like inflammation or pain. The content builds upon previous understanding of anatomy, physiology, microbiology, basic chemistry, and the usual manifestations of common diseases. Alterations in pathophysiological functions of cells and in the interrelationships of body systems are explored. Physiological theory and treatment are discussed using case situations and discussion questions that exemplify the content. 4.00 semester credit hours. Prerequisite: NM 121 Introduction to Professional Nursing. Corequisite: None.

NM 335 Designing and Managing Nursing Care

This is the first course in the management/leadership sequence of two courses (followed by Leadership and Issues in Nursing). This course focuses on the professional nurse's role in planning and managing care for groups of clients as a staff nurse or unit manager. The second course will focus on nursing leadership at a higher level with discussion of influences beyond the healthcare facility. As healthcare providers who function autonomously and interdependently, nurses are responsible for professional identity and practice and must develop expertise in supervising, managing, and delegating nursing care within the policies and procedures of a health system. Fiscal management is an important part of this course. Additionally, the management of information and ability to assist patients in utilizing information is emphasized. 2.00 semester credit hours. Prerequisites/Corequisites: None.

NM 341 Family Nursing I

This course focuses on nursing care as it relates to the function and structure of the childbearing family, including the specific experiences of pregnancy, childbirth, postpartum, and the care of newborns. It explores the nurse's role in promoting and maintaining family health. Specific content includes reproductive and sexual health, psychological and physiologic changes of pregnancy, prenatal care, labor and delivery, postpartum, and the care of the newborn. Cultural considerations within a family context will be included. 4.00 semester credit hours. Prerequisites: NM 136 Pharmacology, NM 221 Clinical Nursing II, and NM 255 Applied Pathophysiology. Corequisite: NM 346 Family Nursing II.

NM 346 Family Nursing II

The focus of this course is the nursing care of a child within a family context. This course addresses care of the pediatric patient from infancy through adolescence. The class examines the common stressors for the child and family throughout the growing years and evidence-based nursing interventions to help deal with these stressors. The critical nursing roles of health promotion and disease prevention within the stages of infancy through adolescence are major threads throughout this course. Developmental stages of children, including common health concerns at these stages, are examined within a family and cultural context. 4.00 semester credit hours. Prerequisites: NM 136 Pharmacology, NM 221 Clinical Nursing II, and NM 255 Applied Pathophysiology. Corequisite: NM 341 Family Nursing I.

NM 350 Public Health Nursing

This course provides the foundation for community-based application to examine a variety of issues in healthcare practice. Students are able to complete a community assessment and develop a community program for a population at risk. Students are able to explore dimensions of multicultural issues and the impact of health policy on the health of a community. The clinical experience in this course focuses on comprehensive management of family, groups, and community clients within the context of the nursing process and public health science. Emphasis is placed on the assessment and development of nursing care systems for families, groups, and populations within communities. Interrelated classroom and clinical experiences include care of clients across the life span and at all levels of prevention with an emphasis on preventative health services and health promotion. 4.00 semester credit hours. Prerequisite: NM 460 Clinical Nursing III. Corequisite: None.

NM 410 Ethics in Nursing

This course is designed to introduce nursing students to ethical theory and practice with a view to enhancing both their understanding of value issues in healthcare and their future practice as healthcare professionals. Given their unique role in healthcare, nurses have special ethical responsibilities. Emphasis is placed on the development of a personal values system that includes the capacity to make and act upon ethical judgments and the ability to apply decision making in nursing practice. 2.00 semester credit hours. Prerequisites/Corequisites: None.

NM 420 Gerontological Nursing

This course provides an opportunity to explore the area of gerontological nursing, a field of nursing that focuses on the care of older adults. Normal aging processes and risk factors that affect the health and functioning of older adults are studied as well as nursing approaches to managing those needs/risks. Ethical and legal issues related to the nursing care of older adults are explored. 2.00 semester credit hours. Prerequisite: NM 221 Clinical Nursing II. Corequisite: None.

NM 460 Clinical Nursing III

This course expands on previous nursing knowledge and skills to provide care to patients with complex health stressors with unpredictable outcomes. There is a focus on caring for patients in specialty settings such as critical care, cardiovascular care, respiratory care, operating room, recovery room, and/or emergency care. Complex clinical problems, such as cardiac and respiratory system problems, neurotrauma, cancer, pain management, and multi-system stressors, are reviewed in regards to the nursing process. 4.00 semester credit hours. Prerequisite: NM 221 Clinical Nursing II. Corequisite: None.

NM 465 Nursing Research

This course is designed as an introduction to the role of evidence-based nursing practice (EBP) within the profession. The two goals of this course are: a) to increase nurses' awareness, understanding and appreciation of the principals involved in nursing research and b) to prepare nurses to better understand and utilize research findings in the continued effort to improve nursing practice. Students will be prepared to read reports of nursing research and to critically assess their value in practice. To make this learning more meaningful, students will be encouraged to apply the knowledge gained to their own practices. 3.00 semester credit hours. Prerequisites/Corequisites: None.

NM 480 Leadership and Issues in Nursing

This is the second course in the management/leadership sequence of two courses. This course provides the students with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Specific content includes planning and evaluating care delivery systems, strategic planning, shared governance, budgeting and cost-benefit analysis, reimbursement, interdisciplinary collaboration, political action, and healthcare trends. Professional issues that are critical to the delivery of nursing care in the U.S. will be addressed. A major emphasis will be placed on the role of the interdisciplinary approach to delivering high-quality accessible healthcare and the integral role of the professional nurse on this team. 2.00 semester credit hours. Prerequisite: NM 335 Designing and Managing Nursing Care. Corequisite: None.

NM 485 Nursing Preceptorship With NCLEX Review

This clinical course is the capstone course for the nursing major. The focus of this course will be on integration of the professional role in various healthcare settings. Students will work with a preceptor to synthesize theory, assessment, and competence expected of BSN graduates. In a collaborative relationship with a preceptor and a faculty advisor, the student implements a learning contract that is specific to the student's learning interests and needs. An NCLEX review will take place during this course. 6.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(NO) NURSING—OHIO

NO 103 Health and Illness Throughout the Life Span

This course will focus on health promotion for clients across the life span. Normal changes related to growth and development will be covered. Changes related to the normal aging process will be explored. The student will gather client data, identify nutritional needs, and assist with nursing care plans and reinforcement of teaching plans for the healthy family, pregnant woman, newborn, and developing child. Exposure to healthy behavior patterns will allow the student to recognize maladaptive and adaptive patterns of behavior. 2.00 semester credit hours. Prerequisite: PS 101 Psychology. Corequisite: None.

NO 106 Fundamentals of Nursing I

This course introduces the student to the art and science of nursing care, and subsequent courses are built upon the concepts and skills learned in fundamentals and medical-surgical nursing. The science of basic nursing emphasizes health promotion, nursing process, ethical/legal aspects, health across the life span, critical thinking, nursing skills, up-to-date clinical information, nursing care plans, risk factors, individual education, family involvement, and other related areas. 2.00 semester credit hours. Prerequisite: None. Corequisite: NO 106L Fundamentals of Nursing I Lab.

NO 106L Fundamentals of Nursing I Lab

This is the lab portion of Fundamentals of Nursing I. 1.00 clock hour. Prerequisite: None. Corequisite: NO 106 Fundamentals of Nursing I.

NO 107 Fundamentals of Nursing II

Fundamental nursing care is directed toward the adult in acute and chronic settings, to include the home, hospital, assisted-living facilities, nursing centers, and veterans facilities. The role of the associate's-degree nurse is stressed in physiology, pathophysiology, and psychosocial context by identifying and utilizing cognitive and technical skills as they relate to the care of the adult. 2.00 semester credit hours. Prerequisites: NO 106/NO 106L Fundamentals of Nursing I/Lab. Corequisites: NO 107L/NO 108 Fundamentals of Nursing II Lab/Clinical.

NO 107L Fundamentals of Nursing II Lab

This is the lab portion of Fundamentals of Nursing II. 1.00 semester credit hour. Prerequisites: NO 106/NO 106L Fundamentals of Nursing I/Lab. Corequisites: NO 107/NO 108 Fundamentals of Nursing II/Clinical.

NO 108 Fundamentals of Nursing II Clinical

This is the clinical portion of Fundamentals of Nursing II. 1.00 semester credit hour. Prerequisites: NO 106/NO 106L Fundamentals of Nursing I/Lab. Corequisites: NO 107/NO 107L Fundamentals of Nursing II/Lab.

NO 109 Adult Nursing Systems I

This course introduces the student to the concepts of medical-surgical nursing, and subsequent courses are built upon the concepts and skills learned in medical-surgical nursing. Students are prepared for the vast opportunities in modern healthcare delivery and nursing practice. The science of adult medical-surgical nursing emphasizes health promotion, assessment, care plans, risk factors, genetics, pharmacology, ethics, patient education, and other related areas. Basic medical-surgical nursing care is directed toward the adult in acute and chronic settings. The role of the associate's-degree nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to patient care. 3.00 semester credit hours. Prerequisites: NO 107/NO 107L/NO 108 Fundamentals of Nursing II/Lab/Clinical. Corequisite: NO 110 Adult Nursing Systems I Clinical.

NO 110 Adult Nursing Systems I Clinical

This is the clinical portion of Adult Nursing Systems I. 1.00 semester credit hour. Prerequisites: NO 107/NO 107L and NO 108 Fundamentals of Nursing II/Lab/Clinical. Corequisite: NO 109 Adult Nursing Systems I.

NO 111 Therapeutic Use of Self

This course focuses on the communication process within the healthcare setting. Students are encouraged to utilize self-awareness skills as they explore complex topics of diversity, culture, end-of-life issues, boundaries, and professionalism. 1.00 semester credit hour. Prerequisite: PS 101 Psychology. Corequisite: NO 111L Therapeutic Use of Self Lab.

NO 111L Therapeutic Use of Self Lab

This is the lab portion of Therapeutic Use of Self. 1.00 semester credit hour. Prerequisite: PS 101 Psychology. Corequisite: NO 111 Therapeutic Use of Self.

NO 112 Pharmacology

This course provides instruction in the study of human diseases with focus on the symptoms, signs, causes, and diagnosis of disease. Additionally, students will learn about pharmacology, drug categories, and pharmacological treatment related to human diseases. 2.00 semester credit hours. Prerequisite: None. Corequisites: SC 245/SC 245L Anatomy and Physiology II/Lab.

NO 113 Nursing Process and Documentation

This course introduces the student to the steps in the nursing process. The formalized NANDA nursing language is presented, along with basic medical terminology. Nursing care planning is presented, and examples of care plans are given. Types of nursing documentation in various healthcare settings are presented, with examples of both narrative and computer-based charting. Government incentives to adopt electronic medical records are discussed, and the student is introduced to a model electronic medical record (EMR) and given simulation practice opportunities. 2.00 semester credit hours. Prerequisites/Corequisites: None.

NO 208 Nursing Management

This course covers nursing management and professional issues, such as healthcare economics, quality control, and legal and ethical dilemmas, that the student will encounter in the professional registered nurse role. Course activities will prepare the student for the transition into the nursing practice. 2.00 semester credit hours. Prerequisites: NO 212/NO 213 Adult Nursing Systems III/Clinical. Corequisite: None.

NO 210 Adult Nursing Systems II

This course continues the concepts of medical-surgical nursing, as begun in Adult Nursing Systems I, and subsequent courses are built upon the concepts and skills learned in medical-surgical nursing. Students are prepared for the vast opportunities in modern healthcare delivery and nursing practice. The science of adult medical-surgical nursing emphasizes health promotion, assessment, care plans, risk factors, genetics, pharmacology, ethics, patient education control and mobility, digestion and elimination, reproductive and sexual disorders, physical and mental integrity, the integration of body systems, and other related areas. Basic medical-surgical nursing care is directed toward the adult in acute and chronic settings. The role of the associate-degree nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to patient care. 2.00 semester credit hours. Prerequisites: NO 109/NO 110 Adult Nursing Systems I/Clinical. Corequisite: NO 211 Adult Nursing Systems II Clinical.

NO 211 Adult Nursing Systems II Clinical

This is the clinical portion of Adult Nursing Systems II. 1.00 semester credit hour. Prerequisites: NO 109/NO 110 Adult Nursing Systems I/Clinical. Corequisite: NO 210 Adult Nursing Systems II.

NO 212 Adult Nursing Systems III

This course continues with medical surgical nursing in a critical care setting. Complex patient needs are addressed. The nursing process is used to prioritize care within the scope of nursing practice. Critical thinking and managing the total care of clients that are in critical care settings are performed. 2.00 semester credit hours. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 213 Adult Nursing Systems III Clinical.

NO 213 Adult Nursing Systems III Clinical

This is the clinical portion of Adult Nursing Systems III. 1.00 semester credit hour. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 212 Adult Nursing Systems III.

NO 214 Maternal/Newborn Self-Care Requisites

This course introduces the scientific basis for maternal, newborn, and women's health. It demonstrates and features the application of the nursing process. Physiological and pathophysiological processes are presented, and the reasons behind professional nursing care and the identification of problems are examined. Legal topics, including standards of care, informed consent, and refusal of treatment, are discussed early in the course along with ethical issues to facilitate quality of care. Maternal, newborn, and women's health are practiced in a variety of settings, and the methods to ease transition into these facilities and improve continuity of care are explored. There is an emphasis upon family, culture, and community as well as the support and involvement of the nurse during childbirth and child rearing and in the maintenance of female health. 1.00 semester credit hour. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 215 Maternal/Newborn Self-Care Requisites Clinical.

NO 215 Maternal/Newborn Self-Care Requisites Clinical

This is the clinical portion of Maternal/Newborn Self-Care Requisites. 1.00 semester credit hour. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 214 Maternal/Newborn Self-Care Requisites.

NO 216 Psychosocial Self-Care Requisites

This course assists students in defining the principles and concepts of mental health and in refining communication skills applicable to this area of nursing. Psychopathology and treatment modalities related to the nursing care of clients and their families are studied. This area of nursing is built upon previous nursing courses and on social and behavioral sciences. Therapeutic problem-solving and clinical decision making for clients, with alterations in psychosocial integrity, are experienced by students in mental health acute-care facilities, community mental health centers, and selected community mental health agencies. 2.00 semester credit hours. Prerequisites: NO 111/NO 111L Therapeutic Use of Self/Lab. Corequisite: NO 217 Psychosocial Self-Care Requisites Clinical.

NO 217 Psychosocial Self-Care Requisites Clinical

This is the clinical portion of Psychosocial Self-Care Requisites. 1.00 semester credit hour. Prerequisites: NO 111/NO 111L Therapeutic Use of Self/Lab. Corequisite: NO 216 Psychosocial Self-Care Requisites.

NO 218 Health Deviations in Childhood

This course introduces the student to the concepts of pediatric nursing, and subsequent courses are built upon the concepts and skills learned in previous nursing courses. Students prepare for the vast opportunities in modern healthcare delivery and nursing practice. The science of pediatric nursing emphasizes health promotion, assessment, care plans, risk factors, genetics, pharmacology, ethics, patient education, family involvement, and other related areas. Basic pediatric nursing care is directed toward the child and adolescent in acute and chronic settings. The role of the associate-degree nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to care of the child. 1.00 semester credit hour. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 219 Health Deviations in Childhood Clinical.

NO 219 Health Deviations in Childhood Clinical

This is the clinical portion of Health Deviations in Childhood. 1.00 semester credit hour. Prerequisites: NO 210/NO 211 Adult Nursing Systems II/Clinical. Corequisite: NO 218 Health Deviations in Childhood.

NO 220 Health Deviations in Older Adulthood

This course introduces the older adult on a continuum from normal aging to health deviations, defines and identifies the diversity of the older client, and studies the characteristics of this population as seen in the United States. The student learns to develop critical thinking skills, utilize educational resources, and investigate biological, sociological, and psychological theories applicable to the aging client. The family unit is emphasized, and alternatives are explored. Legal and ethical concerns, to include elder law and abuse, are considered. Nursing assessment, diagnosis, interventions, evaluations, and documentation are applied through this course. 2.00 semester credit hours. Prerequisites: NO 212/NO 213 Adult Nursing Systems III/Clinical. Corequisite: NO 221 Health Deviations in Older Adulthood Clinical.

NO 221 Health Deviations in Older Adulthood Clinical

This is the clinical portion of Health Deviations in Older Adulthood. 1.00 semester credit hour. Prerequisites: NO 212/NO 213 Adult Nursing Systems III/Clinical. Corequisite: NO 220 Health Deviations in Older Adulthood.

NO 222 Directed Clinical Practicum

This course is a clinical preceptorship in an acute and chronic setting, where the student will synthesize nursing skills and critical thinking to perform safe patient care. The role of the associate-degree nurse is stressed in physiology, pathophysiology, and psychosocial context as it relates to the care of patients. 2.00 semester credit hours. Prerequisite: NO 212/NO 213 Adult Nursing Systems III/Clinical. Corequisite: None.

(NT) NETWORKING AND SECURITY TECHNOLOGY

NT 120 Emerging Operating Systems

This course is designed to give the student a foundational skill set for new and emerging operating systems being introduced to the computer industry. The course will cover the features, capabilities, and functional details involved with the understanding and implementation of the latest operating systems available today. The student will receive classroom and hands-on experience with the most recent OSs. The course includes topics such as installation, networking, system utilities, disk management, user management, security features, performance tuning, disaster recovery, and troubleshooting. 4.00 semester credit hours. Prerequisite: IS 185 Computer Architecture and Troubleshooting I. Corequisite: None.

NT 180 Network and Server Operating Systems

This course develops knowledge and skills in Microsoft Windows client and server operating systems. Topics include installing the client and server operating systems, planning, installing, managing, and troubleshooting server roles, features, and network services, implementing and conducting administration of resources, implementing, managing, and troubleshooting hardware devices and drivers, monitoring and optimizing performance, reliability and availability, managing, configuring, and troubleshooting storage use, configuring and troubleshooting the desktop environment and network connections, implementing, managing, and troubleshooting network protocols, and implementing, monitoring, and troubleshooting security. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks or IS 186 Computer Architecture and Troubleshooting II. Corequisite: None.

NT 200 Network Infrastructure Administration

This course is designed to provide instruction in implementing and administering a modern network infrastructure. Topics include installing, configuring, managing, monitoring, and troubleshooting domain name services, network protocols, Windows Internet Name Services (WINS), Internet Protocol Routing, network address translation (NAT), and Certificate Services. 4.00 semester credit hours. Prerequisite: NT 180 Network and Server Operating Systems. Corequisite: None.

NT 210 Directory Services Administration

This course provides instruction in implementing and administering a directory services infrastructure. Topics include installing, configuring, and troubleshooting industry-standard directory services, installing, configuring, managing, monitoring, and troubleshooting naming services (such as DNS) to support directory services, changing control and configuration management and its relation to the reliable operation of directory services, managing, monitoring, and optimizing the components of directory services, and configuring, managing, monitoring, and troubleshooting directory service security solutions. 4.00 semester credit hours. Prerequisite: NT 180 Network and Server Operating Systems. Corequisite: None.

NT 215 Routers and Switches

This course introduces the concepts and procedures required to configure switches and routers in multi-protocol internetworks. Topics include the operating system of the router and switch, the Open Systems Interconnection (OSI) reference model and layered communication, LAN design technologies, virtual LANs, bridging, switching, and Spanning Tree Protocol (STP), TCP and IP protocol suite and IP addressing, subnetting configuration, routing basics, protocols configuration, access list security and configuration, and Wide Area Network (WAN) design, protocols, and technologies. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

NT 230 Building Scalable Internetworks

This course is a continuation of Routers and Switches. It is designed to introduce the advanced routing architecture and protocols with a focus on the management of large multiprotocol networks. Topics include advanced IP addressing management, CIDR, NAT, the key characteristics of scalable internetworks, route summarization, route optimization, and advanced routing protocols such as EIGRP, multi-area OSPF, integrated IS-IS, and Border Gateway Protocol (BGP). 4.00 semester credit hours. Prerequisite: IS 286 Routers and Switches II or NT 215 Routers and Switches. Corequisite: None.

NT 302 Advanced Network Infrastructure

This course develops knowledge and skills in advanced network infrastructure in an enterprise environment. Students will learn advanced network infrastructure principles and architectures to deploy, manage, and maintain a network server operating system infrastructure. Topics include advanced network infrastructure architectures, solutions, and implementations, high availability, file and storage solutions, business continuity and disaster recovery, advanced active directory infrastructure, and identity and access solutions. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

NT 305 Virtualization

This course provides instruction in computer operating system virtualization concepts and practices. Topics include business and performance benefits of virtualization, local and network storage management, creating and managing stand-alone virtual machines, cloning virtual machines, virtualization in the network operations center, software and network testing using virtualization, virtualization as a disaster recovery tool, and managing and tuning virtual machine and virtual infrastructure performance. Emphasis is placed on learning several virtualization environments and approaches, both proprietary and open-source. Concepts will be illustrated and enforced with a variety of actual installations and practical projects. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

NT 315 Designing Network Security

This course provides instruction in the analysis of business requirements for resource security and the designing of security solutions that meet business requirements in a network system. Topics include analyzing security requirements and designing network security solutions for access between networks and communication channels. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

NT 320 Wireless Networking Fundamentals

This course provides instruction on both general and specific wireless technologies. Topics include wireless theory, including radio frequency and infrared transmissions. It also covers wireless topologies, access points, wireless bridges, antenna theory, wireless security, site surveys, and troubleshooting techniques. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

NT 325 System Administration Scripting

This course provides an introduction to automating administrative tasks using scripts. Students will design and implement scripts of moderate complexity that automate administrative tasks such as the creation of user accounts, the administration of disk drive and printer, and the management of system services and event logs. Scripts may be written using languages such as Bourne and C, and Korn shells and JScript, VBScript, and Perl. Topics include tools and utilities, interactive command line programs, shell programming using constructs, variables, commands, functions, and debugging processes. 4.00 semester credit hours. Prerequisite: IS 103 Programming Logic. Corequisite: None.

NT 341 Mail Servers

This course provides instruction in the implementation, administration, and troubleshooting of e-mail messaging systems. Topics include the architecture and communication abilities of mail servers, installation of mail servers, backward integration and compatibility, client support and configuration, real-time collaboration, foreign mail system connectors, SMTP and Internet-based client access, security techniques, performance monitoring, maintenance procedures, and troubleshooting issues. 4.00 semester credit hours. Prerequisites: IS 191 Linux Administration and NT 180 Network and Server Operating Systems. Corequisite: None.

NT 343 Computer and Network Forensics

This course will provide the student with instruction in computer and network forensics. Computer and network forensics is simply the application of computer and network device investigation and analysis techniques in the interests of determining potential legal evidence. Evidence might be sought in a wide range of computer crimes or misuse including, but not limited to, theft of trade secrets, theft of or destruction of intellectual property, and fraud. This may range from tracing the tracks of a hacker through a client's system to tracing the originator of defamatory e-mails and recovering signs of fraud. Topics covered in this course will include an overview of the field including components of PCs, information storage and retrieval, varieties of computer-related crimes, and securing and analyzing electronic evidence. 4.00 semester credit hours. Prerequisite: IS 282 Network Security. Corequisite: None.

NT 353 Network Defense

This class will immerse the student into an interactive environment where they will be shown how to scan, test, hack, and secure their own systems. The lab-intensive environment gives each student in-depth knowledge and practical experience with the current essential security systems. Students will begin by understanding how perimeter defenses work and then be led into scanning and attacking their own networks; no real network is harmed. Students then learn how intruders escalate privileges and what steps can be taken to secure a system. Students will also learn about intrusion detection, policy creation, social engineering, open-source intelligence, incident handling, and log interpretation. 4.00 semester credit hours. Prerequisite: IS 282 Network Security. Corequisite: None.

NT 360 Supporting Enterprise Applications

This course is designed to provide Internet-worked application management and support skills that typically are demanded by large enterprise networks and Internet/Intranet application environments. It extends the client/server model and analyzes the requirements and implementation of applications in n-tier enterprise environments running business-critical applications and Intranet/Internet solutions. Topics include messaging and e-mail applications, calendaring, groupware, database and web server applications, application hosting and installation, server and client configuration, middleware integration, server clustering, client-side interface management, server-side security and access, communication and delivery protocols, and client/server platforms. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

NT 370 Web Server Installation and Administration

This course provides an in-depth study of the knowledge and skills required to install and administer web servers that support Internet-based application, data, and information services. Topics include web server technology, selecting a web server platform, establishing server services such as HTTP, FTP, SMTP, and NNTP, supporting server-side technologies (CGI, servlets, server-side includes, ASP, and JSP), supporting web client technologies (Java applets, ActiveX, and plug-ins), client configuration and browser support, indexing and index servers, virtual directories and content, web server security and host access, SSL and certificate authorities, supporting intranets with web servers, web server performance and troubleshooting, integrating proxy and web servers, handling of different protocols by proxies, proxy caching, filtering, monitoring, access control, and proxy security, performance, capacity planning, and load balancing. 4.00 semester credit hours. Prerequisite: NT 200 Network Infrastructure Administration. Corequisite: None.

NT 382 Multilayer Switching

This course is a study of intermediate to advanced topics regarding switching concepts. Topics include switching roles, configuration and troubleshooting of switches, VLAN technology, spanning tree protocol, multilayer switching, multicasting, IP telephony, layer 2 and 3 configuration, and SANs. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

NT 400 Internetwork Troubleshooting

This course is a study of intermediate to advanced topics regarding network troubleshooting. It is focused on providing real-world application, skill enhancement, and troubleshooting methodologies. Topics include the OSI model, IOS troubleshooting commands, trouble tickets, and troubleshooting IP and IPX, switches, VLANs, frame relay, and WAN interfaces. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

NT 401 Voice-Over IP

Voice-over IP is an emerging technology which allows the transmission of voice signals over a data network. This course teaches the student how to install and configure the voice-over IP telephony technology. Topics include installing and configuring voice and data network routers, configuring voice-over frame relay, ATM and IP, configuring voice ports and dial peers, voice traffic analysis, and QoS. 4.00 semester credit hours. Prerequisite: IS 112 Computer Networks. Corequisite: None.

(NW) NURSING—WISCONSIN

NW 101 Fundamentals of Nursing With Lab

This course introduces the student to basic nursing concepts and skills as defined by Orem. Students will learn the basic tenets of the self-care deficit nursing theory that include the theory of self-care, the theory of self-care deficit, and the theory of nursing system. Subsequent courses

are built upon the content of this course. Emphasis is placed on understanding the standards and scope of nursing practice. The nursing process is introduced and will be combined with an understanding of basic human needs (self-care requisites) to explore select clients with special and psychosocial needs (self-care deficits). In the lab, students will learn various basic nursing skills, vital signs, gathering of client health data, and medication administration and safety. 5.00 semester credit hours. Prerequisite: None. Corequisites: NW 106 Pharmacology for Nurses and SC 142/SC 142L Body Structure and Function/Lab.

NW 102 Clinical Practice I

In this beginning clinical, the student will utilize the nursing process and nursing standards to meet the basic self-care requisites of a variety of clients. While in the clinical environment, students will perform basic nursing skills, collect health histories, gather physical data, and administer medications that will help them determine self-care deficits and the role of a nurse as nursing agency. They will assist with formulating teaching and learning plans. Toward the completion of the clinical, the student will be expected to care for clients with multi-system self-care deficits by reinforcing and adapting nursing care plans, gathering data, and performing basic nursing skills. 3.00 semester credit hours. Prerequisites: NW 101 Fundamentals of Nursing With Lab and NW 106 Pharmacology for Nurses. Corequisites: NW 103 Health and Illness Throughout the Life Span and NW 201 Alterations in Adult Health.

NW 103 Health and Illness Throughout the Life Span

This course will focus on health and illness for clients across the life span. The student will gather client data, identify nutritional and nursing care needs, and review teaching plans for the pregnant woman, newborn, developing child, adult, and older adult. Exposure to healthy self-care agency patterns will allow the student to recognize self-care deficits and self-care capabilities of behavior. 3.00 semester credit hours. Prerequisites: NW 101 Fundamentals of Nursing, NW 106 Pharmacology for Nurses, SC 142/SC 142L Body Structure and Function/Lab, and PS 101 Psychology. Corequisite: NW 201 Alterations in Adult Health.

NW 106 Pharmacology for Nurses

This course introduces the core concepts of pharmacology into the nursing curriculum, and subsequent courses are built upon the concepts and skills learned in fundamentals. Students are introduced to medications, effects of drugs on the body, toxic effects, dosage calculations, modern drug therapy, and nursing management as they relate to pharmacology. While basic drug concepts are essential, annual updates are necessary due to the rapid changes that occur in the area of drug therapy. This course reviews and integrates the knowledge of physiology, chemistry, nursing fundamentals, calculations, and interpretation of medication orders as well as the knowledge and ability to administer medications safely. Awareness of drug therapy side effects, nursing intervention interactions, and pharmacokinetics are stressed. 3.00 semester credit hours. Prerequisites: MA 107 College Algebra and SC 142/SC 142L Body Structure and Function/Lab. Corequisite: NW 101 Fundamentals of Nursing.

NW 201 Alterations in Adult Health

In this course, the student will begin exploring medical conditions in adult clients with a variety of self-care deficits. By relating health examination, client data, and physical examination findings, the student will use the nursing process to assist with the development of nursing care plans for clients. The role of the nurse as self-care agent will be explored with special attention to recognizing the nurse's scope of practice as a practical nurse working collaboratively as a member of the healthcare team. 3.00 semester credit hours. Prerequisites: NW 101 Fundamentals of Nursing and NW 106 Pharmacology for Nurses. Corequisite: NW 103 Health and Illness Throughout the Life Span.

NW 202 Clinical Practice II

This clinical will require that the student apply the theory taught in the Alterations in Adult Health course regarding simple, self-care deficits with a variety of clients. With supervision, the student will use the nursing process to help develop nursing care plans for a diverse group of clients and apply nursing skills learned in prior courses. The student will collaborate with members of the healthcare team in order to coordinate client care. 4.00 semester credit hours. Prerequisite: NW 102. Corequisite: None.

NW 210 Medical/Surgical Nursing

In this course, the student will incorporate knowledge gained from previous classes to continue exploring medical conditions and surgical procedures in adult clients with a variety of self-care deficits. By comparing health examination data and physical examination findings, the student will develop nursing care plans for more complex clients. The student will also use the nursing process to plan and provide caring therapeutic interventions and gain a deeper understanding of the nurse agent. In the laboratory setting, students will learn to manage advanced nursing skills. 4.00 semester credit hours. Prerequisites: NW 102 Clinical Practice I and NW 214 Mental Health and Community Nursing. Corequisites: SC 243/SC 243L Anatomy and Physiology for Nursing/Lab.

NW 211 Clinical Practice III

With assistance, the student will incorporate knowledge gained from previous classes to carry out nursing care plans for multiple complex adult clients with various self-care deficits. While in the clinical environment, the student will manage advanced nursing skills, develop nursing care plans using the nursing process, provide for therapeutic interventions, and evaluate outcomes of the interventions. The student will also begin to develop client teaching plans. Emphasis is placed on development of professional nursing behaviors and recognition of the nurse's scope of practice. 4.00 semester credit hours. Prerequisite: NW 202 Clinical Practice II. Corequisite: NW 210 Medical/Surgical Nursing.

NW 214 Mental Health and Community Nursing

This course will expose the student to the role of the nurse in both the community and mental health settings. Using the nursing process, the student will assess various community settings, health practices, health risks, and potential crises. Exploration of different mental health disorders and self-care deficits will allow the student to plan and manage nursing care plans based on specific client self-care requisites. 2.00 semester credit hours. Prerequisites: NW 101 Fundamentals of Nursing, NW 103 Health and Illness Throughout the Life Span, and SC 243/ SC 243L Anatomy and Physiology for Nursing/Lab. Corequisite: NW 202 Clinical Practice III.

NW 215 Nursing Management

This course will cover nursing management and professional issues such as healthcare economics, continuous quality improvement, and legal and ethical dilemmas that the student will encounter in the nurse agent role. Course activities will prepare the student for the transition into the nursing practice. 2.00 semester credit hours. Prerequisites: NW 210 Medical/Surgical Nursing and NW 211 Clinical Practice III. Corequisite: NW 253 Clinical Internship.

NW 231 OB/Pediatrics/Geriatrics

This course builds on concepts covered in previous courses to prepare the student for management of nursing care for the pregnant woman, newborn, perinatal, pediatric, and older adult client. Using the nursing process, the student will develop and modify nursing care plans based on changes in client assessments and nutritional, physical, emotional, or learning self-care requisites. 2.00 semester credit hours. Prerequisites: NW 210 Medical/Surgical Nursing and NW 211 Clinical Practice III. Corequisite: NW 232 Clinical Practice IV.

NW 232 Clinical Practice IV

With supervision, the student will apply concepts covered in previous courses and in the delivery of nursing care for a complex pregnant woman, newborn, perinatal, and pediatric client. Students will develop or adapt nursing care plans based on altered client assessments. Emphasis will be placed on the application of professional nursing behaviors in the clinical setting. 2.00 semester credit hours. Prerequisites: NW 210 Medical/Surgical Nursing and NW 211 Clinical Practice III. Corequisite: NW 231 OB/Pediatrics/Geriatrics.

NW 253 Clinical Internship

In this clinical, the student will incorporate knowledge gained from all previous classes in developing and managing nursing care plans for groups of clients with a variety of self-care deficits. The student is encouraged to manage complex situations by enacting independent clinical decisions with supervision in the provision of client care. A preceptor model will be used to support the teaching and mentoring of the student. The student will be expected to demonstrate professional nursing behaviors, provide therapeutic interventions, and plan client teaching plans using the nursing process and acting as nurse agent. This capstone course culminates in the student transition to graduate nurse. 4.00 semester credit hours. Prerequisite: Final course. Corequisite: NW 215 Nursing Management.

(OT) OCCUPATIONAL THERAPY ASSISTANT

OT 100 Life Span Development

This course presents the sequence and stages of normal growth and development throughout the life cycle from infancy through adulthood by using lecture, small group discussions, projects, and classroom activities. The course is designed to provide a frame of reference for normal development which is necessary to assess a client's developmental level and determine appropriate life tasks for treatment programs. The student will gain experience in observing and interviewing individuals in various developmental stages and exploring age-appropriate life tasks. Elements of the person, including physical, perceptual, cognitive, social and emotional components will be explored with particular focus on normal motor development and the role of the environment on occupational performance. Multi-cultural considerations and ethical concerns will be embedded throughout the course. 3.00 semester credit hours. Prerequisite/Corequisite: None.

OT 110 Principles of Occupational Therapy

This course provides comprehensive information addressing the major practice and professional issues in occupational therapy. Occupational science and theoretical frames of reference are also introduced. The treatment process, from evaluation to discharge, is explored with emphasis on COTA role delineation, the use of purposeful activity and occupation to enhance role function, and environmental, community, and cultural influences. Treatment approaches for occupational performance areas and major occupational performance are explored. 3.00 semester credit hours. Prerequisite/Corequisite: None.

OT 120 Human Occupations

This course will introduce students to the basic process of activity analysis using various forms of media with specific diagnosis and age groups. The course will focus on the observations, analysis, and performance of human occupations in work, self-care, and play/leisure throughout the life span. Special attention to cultural diversity and ethical concerns are embedded throughout the course. Discussion, presentations, and lab, are used to demonstrate how occupations provide individuals with a sense of purpose and daily structure, thus creating meaningful and healthier lives. Clinical reasoning in occupational therapy is embedded throughout this course. 2.00 semester credit hours. Prerequisites/Corequisites: None.

OT 125 Documentation and Computer Technologies in Occupational Therapy

This writing-intensive course covers various types of documentation used in the rehabilitation field and documentation specific to the field of OT. Examples include SOAP notes, narrative note writing, evaluation and re-evaluation reports, and treatment, progress, and discharge notes. The SOAP note will be focused on, capturing all of the essential elements of the occupational therapy session such as the person factors of the client, the environments impact on performance, and the occupations that the client is engaged in. The student will also become familiar with the APA format for use in manuscript writings and common computer operations used in healthcare including, but not limited to, Microsoft Office operations. 2.00 semester credit hours. Prerequisites/Corequisites: None.

OT 150 Level I Fieldwork: Community and Emerging Practice

An integral part of the training to become a certified occupational therapy assistant (COTA) is fieldwork experience designed to develop skills that underlie practice. Level I Fieldwork: Community and Emerging Practice has the OTA student actively involved within an organization that has a need for occupational therapy services but does not currently provide these services. These organizations are embedded within the community and provide services to people with a variety of health, psychosocial, and occupational needs. The Level I Fieldwork: Community and Emerging Practice experience will have OTA students practice skills needed to be a successful occupational therapy assistant including observational skills, interpersonal communication skills, and interview skills. The fieldwork experience will also provide the student with hands-on practice with the administration of standardized evaluation and treatment implementation that are relevant to a community setting. The didactic portion of this class will provide opportunities to reflect on the fieldwork experience, give small group feedback on the skills used at the fieldwork site, and review selected learning relevant to the fieldwork experience. 1.00 semester credit hour. Prerequisites: OT 100 Life Span Development, OT 110 Principles of Occupational Therapy, OT 120 Human Occupations, OT 210 Occupational Therapy in Physical Disabilities I, PS 101 Psychology and SS 120 Introduction to Sociology. Corequisite: OT 240 Psychosocial Dysfunction and Group Dynamics.

OT 201 Theory of Pediatric Occupations

This course offers instruction and practice in conditions commonly seen in children and adolescents, with emphasis on the occupational performance of typical and atypical individuals. Examples include mental retardation, learning disabilities, cerebral palsy, spina bifida, and other disabilities commonly found in children. Topics will include theory and application, the occupational therapy process, frames of reference, evidence-based practice, and the roles of the COTA and OTR in various practice settings. Clinical reasoning for the OT and multi-cultural concerns are embedded throughout this course. 3.00 semester credit hours. Prerequisites: OT 100 Life Span Development, OT 110 Principles of Occupational Therapy, and OT 120 Human Occupations. Corequisite: OT 201L Theory of Pediatric Occupations Lab.

OT 201L Theory of Pediatric Occupations Lab

This course offers "hands-on" opportunities for practice areas in conditions commonly seen in children and adolescents, with emphasis on the occupational performance of typical and atypical individuals. Examples include mental retardation, learning disabilities, cerebral palsy, spina bifida, and other disabilities commonly found in children. Topics will include clinical reasoning for the OT, and multi-cultural concerns are embedded throughout this course. 1.00 semester credit hour. Prerequisites: OT 100 Life Span Development, OT 110 Principles of Occupational Therapy, and OT 120 Human Occupations. Corequisite: OT 201 Theory of Pediatric Occupations.

OT 210 Occupational Therapy in Physical Disabilities I

This course is designed to provide the occupational therapy assistant student with basic knowledge of theories used to treat individuals with various clinical conditions that are commonly referred to in OT. The impairment of body functions on participation in occupation in context will be addressed. Topics will include the effects of disease, trauma, and congenital conditions on occupational performance. Emphasis will be placed on occupational therapy interventions appropriate to specific populations. Ethical, critical, and clinical reasoning, along with cultural and environmental contexts, will be embedded throughout the course. Procedures for client and caregiver safety will also be addressed. 3.00 semester credit hours. Prerequisites: OT 100 Life Span Development, OT 110 Principles of Occupational Therapy, and OT 120 Human Occupations. Corequisite: None.

OT 225 Functional Kinesiology

Functional Kinesiology provides an in-depth look at the physiological aspects of the person in the context of the environment and the pursuit of occupational performance. This course reviews neuromusculoskeletal and movement-related functions in the context of occupation. Basic principles of biomechanics and kinesiology, muscle function, muscle strength, muscle endurance, functions of bones and joints, innerventions, and movement during occupation will be discussed. Students will examine the types of muscle contractions that occur during activities through muscle activity analysis. Analysis of functional movement required for work, self-care, and play will allow students to demonstrate understanding of these concepts. 2.00 semester credit hours. Prerequisites: SC 245 Anatomy and Physiology II and SC 245L Anatomy and Physiology II Lab. Corequisite: None.

OT 235 Occupational Therapy in Physical Disabilities II

This second course in a series of two will continue to address physical disabilities in a variety of settings. This course specifically addresses occupational therapy treatment interventions aimed at improving occupational performance. The course also addresses multiple client diagnoses that are commonly seen within an occupational therapy physical disability setting and how these diagnoses impact the client's

occupational participation and performance. Students will explore community and functional mobility, work-hardening techniques, hand and finger splinting, therapeutic modalities, and disabilities related to traumatic brain injury, cerebrovascular accidents, and other diseases. 3.00 semester credit hours. Prerequisite: OT 210 Occupational Therapy in Physical Disabilities I. Corequisite: None.

OT 240 Psychosocial Dysfunction and Group Dynamics

This course is a lecture and experiential course that deals with therapeutic techniques and principles as applied to psychosocial and cognitive dysfunction and its impact on a person's occupational performance and environment. Special emphasis will be placed on the evaluation process, the role of the environment and culture, group process, and therapeutic use of self. These principles will be applied to a variety of treatment settings. The use of ethical and clinical reasoning skills will be emphasized. 3.00 semester credit hours. Prerequisites: OT 100 Life Span Development, OT 110 Principles of Occupational Therapy, OT 120 Human Occupations, OT 210 Occupational Therapy in Physical Disabilities I, PS 101 Psychology, and SS 120 Introduction to Sociology. Corequisite: OT 150 Level I Fieldwork: Community and Emerging Practice.

OT 244 Level I Fieldwork: Traditional Settings of Occupational Therapy

An integral part of the training to become a certified occupational therapy assistant (COTA) is fieldwork experience designed to develop skills that underlie practice. Level I Fieldwork: Traditional Settings of Occupational Therapy will place the student within an occupational therapy department to learn the domain and process of occupational therapy in a hands-on, experiential format. The student will be able to observe occupational therapists and occupational therapy assistants, as well as practice a variety of skills needed to be a successful occupational therapy assistant, including site-appropriate assessments, interventions, and documentation under the supervision of an occupational therapist or occupational therapy assistant. The didactic portion of the class will include a student presentation on the fieldwork site and experience to be presented to the rest of the class. 1.00 semester credit hour. Prerequisites: OT 150 Level I Fieldwork: Community and Emerging Practice, OT 201/L Theory of Pediatric Occupations/Lab, OT 225 Functional Kinesiology, OT 235 Occupational Therapy in Physical Disabilities II, and OT 240 Psychosocial Dysfunction and Group Dynamics. Corequisite: None.

OT 251 Occupational Therapy in Geriatrics and Community Settings

This course is designed to provide the student with the skills necessary for entry-level competence in the treatment of the geriatric population. Conditions found in the geriatric population and the role of occupational therapy are discussed. This course focuses on the practical application of theories of rehabilitation in the older population. 2.00 semester credit hours. Prerequisites: OT 150 Level I Fieldwork: Community and Emerging Practice and OT 235 Occupational Therapy in Geriatrics and Community Settings. Corequisite: None.

OT 260 Occupational Therapy in Program Development

This course explores two areas of occupational therapy: occupational therapy within program development and the OTA's role in the management of occupational therapy services. The primary project within this class has the student create a community-based program that targets a specific population and focuses on enhancing occupational performance within the context of the community. The management portion of the class focuses on basic management tasks relevant to the OTA along with funding reimbursements, regulatory agencies, and ethical principles in the workplace. Clinical reasoning is embedded throughout this course. 2.00 semester credit hours. Prerequisites: OT 235 Occupational Therapy in Physical Disabilities II and OT 240 Psychosocial Dysfunction and Group Dynamics. Corequisite: None.

OT 265 Assistive Technology

The Assistive Technology course focuses on the use of assistive technology (both high- and low-tech) to enhance environmental accessibility and occupational performance across a wide spectrum of disabilities. Topics include computer programs, switches, low-vision adaptations, and other assistive devices. Ethical, critical, and clinical reasoning, along with cultural and environmental considerations, will be embedded throughout the course. 1.00 semester credit hour. Prerequisites: OT 201 Theory of Pediatric Occupations and OT 235 Occupational Therapy in Physical Disabilities II. Corequisite: None.

OT 266 Team-Based Case Synthesis and Intervention

This course utilizes the principles of team-based learning to provide an experiential environment to evaluate and synthesize the material presented throughout the OTA program via case-study analysis and clinical simulation. The course is designed to simulate clinical problem solving, occupation-based intervention planning, intervention implementation, and teamwork. Student teams will be given case studies focusing on occupational analysis and treatment planning. Case study sessions will be followed up by experiential clinical simulation where students carry out treatment plans during a clinical day. Reflection will be threaded through the course. 1.00 semester credit hour. Prerequisites/Corequisites: None.

OT 270 Level 2A Fieldwork

This course is an advanced level II fieldwork experience that offers intensive training and experience leading to entry-level occupational therapy assistant skills. The emphasis is on practical work experience under the supervision of an experienced OTR or experienced COTA, allowing the student to apply classroom didactic learning experiences while delivering services to clients with the focus on purposeful and meaningful occupation. The student will be exposed to a variety of clients across the life span in a variety of settings. This eight-week full-

time fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role and provides an opportunity to transmit the values and beliefs of ethical practice as well as develop professionalism and competency as an occupational therapy assistant. A minimum of 225 hours are required over an eight-week period. 5.00 semester credit hours. Prerequisite: OT 244 Psychosocial Dysfunction and Group Dynamics. Corequisite: None.

OT 275 Level 2B Fieldwork

This course is an advanced level II fieldwork experience that offers intensive training and experience leading to entry-level occupational therapy assistant skills. Fieldwork level IIB is completed in a setting that is different from the fieldwork level IIA setting to allow the student maximal growth and learning opportunities. The emphasis is on practical work experience under the supervision of an experienced OTR or COTA, allowing the student to apply classroom didactic learning experiences while delivering services to clients with the focus on purposeful and meaningful occupation. The student will be exposed to a variety of clients across the life span in a variety of settings. This eight-week full-time fieldwork experience is designed to promote clinical reasoning appropriate to the occupational therapy assistant role and will provide an opportunity to transmit the values and beliefs of ethical practice and to develop professionalism and competency as an occupational therapy assistant. A minimum of 225 hours are required over an eight-week period. 5.00 semester credit hours. Prerequisite: OT 244 Level I Fieldwork: Traditional Settings of Occupational Therapy. Corequisite: None.

OT 280 NBCOT Review Course

The NBCOT Review Course is designed to prepare the student for successfully passing the NBCOT Certification Examination to become a COTA. The course will focus on such areas as certification exam study skills and strategies, certification exam readiness self-assessment, content knowledge self-assessment and review, and practice testing. The course will also have the student create a NBCOT Certification Exam self-study plan based on content strengths and area for improvement. 1.00 semester credit hour. Prerequisites: OT 250 Occupational Therapy in Geriatrics and Community Settings, OT 260 Occupational Therapy in Program Development, and OT 265 Assistive Technology. Corequisite: None.

(PD) PERSONAL AND PROFESSIONAL DEVELOPMENT

PD 090 Student Success Skills

This course provides instruction in both theory and practice of personal and academic growth that can lead to success. Topics include, but are not limited to, time management, note-taking, and study skills. 0.00 semester credit hour. Prerequisites/Corequisites: None.

PD 121 Professional Development I (Semester Credit Hour Course)

The purpose of this course is to facilitate student reflection on habits, attitudes, beliefs, and expectations that influence academic and career success. Self-exploration topics will include professionalism, respect, integrity, caring, and engagement (P.R.I.C.E.) in the context of both the educational and the workplace environment. Students will learn to critically self-reflect as a process in achieving desired future outcomes academically and professionally. 1.00 semester credit hour. Prerequisites/Corequisites: None.

PD 122 Professional Development I (Clock Hour Course)

The purpose of this course is to facilitate student reflection on habits, attitudes, beliefs, and expectations that influence academic and career success. Self-exploration topics will include professionalism, respect, integrity, caring, and engagement (P.R.I.C.E.) in the context of both the educational and the workplace environment. Students will learn to critically self-reflect as a process in achieving desired future outcomes academically and professionally. 15.00 clock hours. Prerequisites/Corequisites: None.

PD 155 Customer Services (Semester Credit Hour Course)

This course provides a critical examination of issues embedded in the practice of providing customer service. Topics include research about best practice in customer service and communication techniques, psychologically based methods for dealing with the management of customer complaints, and the roles of a customer service employee and supervisor within ethical boundaries and common business practice. 1.00 semester credit hour. Prerequisites/Corequisites: None.

PD 160 Customer Service for Therapeutic Massage (Clock Hour Course)

This course provides a critical examination of issues embedded in the practice of providing customer service. Topics include research about best practice in customer service and communication techniques, psychologically based methods for dealing with the management of customer complaints, and the roles of a customer service employee and supervisor within ethical boundaries and common business practice. 15.00 clock hours. Prerequisites/Corequisites: None.

PD 202 Professional Development II (Semester Credit Hour Course)

This course provides an opportunity for students to critically examine their skills and develop a plan to further their career and own financial literacy. Topics include research, job searching, developing career documents, refining interview and communication skills, and creating a personal budget. 1.00 semester credit hour. Prerequisites/Corequisites: None.

PD 203 Professional Development II (Clock Hour Course)

This course provides an opportunity for students to critically examine their skills and develop a plan to further their career and own financial literacy. Topics include research, job searching, developing career documents, refining interview and communication skills, and creating a personal budget. 15.00 clock hours. Prerequisites/Corequisites: None.

PD 211 Medical Assisting Externship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for an externship have been completed prior to the term in which a student will go out on an externship experience. Completion of these arrangements is a prerequisite for enrolling a student in an externship experience in the medical assisting field. 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 212 Medical Billing and Insurance Coding Internship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for an internship have been completed prior to the term in which a student will go out on an internship experience. Completion of these arrangements is a prerequisite for enrolling a student in an internship experience in the medical insurance billing and coding field. 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 213 Health Information Management Internship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for an internship have been completed prior to the term in which a student will go out on an internship experience. Completion of these arrangements is a prerequisite for enrolling a student in an internship experience in the health information management field. 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 214 AS/AAS/BS/Diploma Internship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for an internship have been completed prior to the term in which a student will go out on an internship experience. Completion of these arrangements is a prerequisite for enrolling a student in an internship experience that correlates to their field of study. 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 215 Medical Office Administration Internship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for an internship have been completed prior to the term in which a student will go out on an internship experience. Completion of these arrangements is a prerequisite for enrolling a student in an internship experience in the medical office environment. 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 216 Proctor Preparation

This non-credit course will assist students in finding and securing the proctor site for the medical assisting program. Students must pass this course in order to be approved to start working with their proctor. Students will discover ways to approach a facility about sponsoring them and will learn how to access the tools they will need to successfully get a proctor site approved. *Note: PD 216 is only for students taking the program online.* 0.00 semester credit hours. Prerequisites/Corequisites: None.

PD 491 Management Affiliation Internship Preparation

The purpose of this non-credit course is to ensure that all the administrative arrangements for the HI 491 Management Affiliation internship have been completed in the term prior to the student's internship experience. Completion of these arrangements is a prerequisite for enrolling a student in the HI 491 Management Affiliation internship experience that correlates to the management functions of the health information management professional. 0.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

(PH) PUBLIC HEALTH AND SAFETY

PH 100 Public Event Planning and Emergency Management

This course covers the basics on public event planning and the security involved before, during, and after the event. Scheduling and coordination is explained in depth. 3.00 semester credit hours. Prerequisites/Corequisites: None.

PH 200 Community Health

This course is designed to assist practitioners in effectively communicating messages as well as impacting the norms and behaviors of both individuals and communities. 3.00 semester credit hours. Prerequisites/Corequisites: None.

(PL) PARALEGAL

PL 100 Introduction to Legal Assisting

This course provides an overview of the paralegal profession and an introduction to the law and legal procedures. Topics include paralegal duties and responsibilities, ethical issues in legal assisting, sources of American law and legal concepts, the court system and government regulations, corporate law, civil litigation and trial procedures, criminal and administrative law and procedures, conducting interviews and investigations, and legal research and analysis. 3.00 semester credit hours. Prerequisites/Corequisites: None.

PL 106 Legal Research

This course is a practical introduction to the law library and its resources and the fundamentals of traditional and electronic legal research. Emphasis is placed on the paralegal's practical role and skill in assisting the attorney in legal research. Topics include the various research tools, including codes, reporters, digests, Shepard's, legal encyclopedias, treaties, law reviews, practice manuals, Westlaw, and CD ROM and Internet research. 3.00 semester credit hours. Prerequisite: PL 100 Introduction to Legal Assisting. Corequisite: None.

PL 115 Contract Law

This course is designed to examine contract basics by explaining what a contract is and the various contract types. Key elements to most contracts are covered along with an explanation of how U.S. law governs contractual activity, including enforcement and dispute resolution options and the three requirements of a contract (offer, consideration, and acceptance). The course also examines who can enter into a contract, how to approach negotiation, designing of a written contract, unfair and improper contracts, contract termination, breach, voiding and rescission claims, and details on special contract situations, including real estate, financing, and social contracts, and Internet use. 3.00 semester credit hours. Prerequisites: PL 100 Introduction to Legal Assisting and PL 106 Legal Research. Corequisite: None.

PL 131 Torts

The purpose of this course is to provide the student with the basic legal terms of torts and personal injury law, help the student identify the various types of torts and the defenses a defendant may raise to each, and to provide a practical, hands-on learning experience in related terminology and in drafting the documents necessary to practice in this area of the law. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 132 Family Law

This course is intended to provide the student with a thorough working knowledge of family law. Along with in-depth topical knowledge, the course addresses the important skills required of a paralegal in family law including interviewing and legal drafting. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 139 Wills, Trusts and Estates

This course covers the study and practice of wills, trusts, and estates, stressing the need for understanding the concepts, uses, and forms involved in this ever-changing area of the law. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 140 Ethics and Paralegal Professionalism

This course presents an in-depth study of the *Codes of Professional Responsibility* from the American Bar Association as well as the Code of Judicial Conduct and existing guidelines and case law involving paralegals. 3.00 semester credit hours. Prerequisite: PL 100 Introduction to Legal Assisting. Corequisite: None.

PL 180 Law Office Procedures

This course presents a study of the operation of a private law firm from the perspective of a legal assistant/paralegal. Topics include personnel and their responsibilities, managerial concepts, the various systems and procedures in the law office including timekeeping and billing systems, word processing, file organization and management, accounting/bookkeeping systems, trust accounts, docket control, tickler systems, conflicts checks, client development and case management, and current legal office software. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 215 Civil Litigation

This course provides an intensive examination of the role of the paralegal in civil litigation. Topics include litigation and the paralegal's role, the courts and their jurisdiction, ethical considerations, investigation and evidence procedures, the initial pleadings and response to the initial pleading, motion practice, discovery procedures and requests, settlements and alternative dispute resolution, trial techniques, and post-trial practices. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 220 Bankruptcy

This course provides instruction in bankruptcy law and the documents required to meet that law. Topics include bankruptcy law and the Bankruptcy Code, filing the case, liquidation bankruptcy, reorganization procedures and adjustment of debts of various individuals, the role of trustees and creditors, and notices and proofs of claim. The student will be introduced to the basic steps and documents involved in conducting the processes and the computer software commonly used by bankruptcy attorneys. Emphasis is placed on the role of the paralegal under the supervision of a licensed attorney. 3.00 semester credit hours. Prerequisite: None. Corequisite: None.

PL 225 Criminal Law

Criminal Law is an introduction to the fundamental elements of crime investigation and prosecution. In this course, students will examine, in detail, crimes against people, property, and public order and morality. This course also examines affirmative defenses such as the insanity defense and the alibi defense. Finally, this course will look at the constitutional guidelines for searching and seizing evidence of a crime. Each element studied will be looked at from a legal perspective as compared to a law enforcement perspective. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 235 Property Law and Intellectual Property Law

This course provides the basics of property law, real and personal, as well as tangible and intangible. The topic of real estate is presented and includes sales, financing, zoning, and the legal acts that govern. Mortgages, liens, surveying, and servitudes are included in this study. The second half of the course covers intellectual property including trademarks, copyrights, patents, and trade secrets. Topics also include the application, possession, protection, violation, and transfer of rights in intellectual property. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 246 Environmental Law and Administrative Agencies

This course begins with exposure of the student to the topic of administrative law. The need for, function of, and importance of the administrative agency in the government are outlined and explained. As paralegals are today allowed limited practice before these agencies, this course is most important. Environmental law and the role of this vital administrative agency are then presented. Topics include state and federal government regulation of the environment, including Superfund sites, pollution, and all matters that affect air, ground, and water resources. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 250 Legal Writing

This course allows the student to apply practical legal research skills to the drafting and preparation of typical documents that the paralegal will be expected to prepare by their supervising attorney. Topics include research memoranda, client correspondence, demand letters, appellate briefs, incorporation documents, partnership agreements, wills, leaves, promissory notes, and medical record summaries. 3.00 semester credit hours. Prerequisites: EN 104 English Composition I and PL 106 Legal Research. Corequisite: None.

PL 294 Career Internship

This is an elective course in the associate's degree program that students take in their final semester. The career internship course is designed for students interested in pursuing a career in legal studies. The outcome of the internship is an informed student fully apprised of the opportunities his/her degree program offers for professional growth. During the internship phase of training, the student will experience various aspects of working in the actual field in which they have been educated. The internship is designed to provide the student with the opportunity to experience and participate in duties typical of a contemporary workplace setting. Student learning will center on observing experienced personnel as well as participating in actual hands-on procedures under close supervision of trained professionals. ***Note: Online students in some states may not be allowed to take this internship due to state restrictions.*** 4.00 semester credit hours. Prerequisites: Final semester, PGPA of 2.50 or better, and PD 214 AS/AAS/BS/Diploma Internship Preparation. Corequisite: None.

PL 298 NALA Certification Review

This course is designed to review the legal studies courses taken in the various programs and prepare the student to take the National Association of Legal Assistants' (NALA) Certified Paralegal Examination. This examination is a two-day comprehensive examination administered at various locations across the United States. 3.00 semester credit hours. Prerequisite: Final course. Corequisite: None.

PL 300 Legal Office Administration

This course is a study of the administration of a private law firm from the perspective of a paralegal office manager. Topics include supervision of paralegal personnel, management of timekeeping and billing systems, document control, client development, and case management. 3.00 semester credit hours. Prerequisite: PL 180 Law Office Procedures. Corequisite: None.

PL 425 Business Organizations

This course provides an overview of the nine most common ways of doing business in this country. Emphasis is placed on the corporate form, beginning with the formation of a corporation as well as the financial structure, corporate management, dividends, and termination of corporate existence. 3.00 semester credit hours. Prerequisite: PL 106 Legal Research. Corequisite: None.

PL 450 Advanced Legal Research

This course is designed to build on the basic skills of the student in legal research and other information by using the computer. By searching Internet resources and legal databases, the student performs exercises in researching topics in business, bankruptcy, taxes, trademarks, employment law, environmental law, and other topics. 3.00 semester credit hours. Prerequisite: PL 250 Legal Writing. Corequisite: None.

(PN) PRACTICAL NURSING

PN 081 Nursing Tutorial I

This is the first of a two-part series of nursing tutorials for students who did not meet TEAS scores required for unconditional entrance into the Licensed Practical Nursing Program. It involves professional concepts, reading, mathematics, and analyzing and comprehension of nursing concepts. Study skills, critical thinking, and test-taking strategies are discussed. The goal of this course is to provide the student with the tools necessary to participate in the nursing program. 0.00 semester credit hours. Prerequisite: None. Corequisite: None.

PN 082 Nursing Tutorial II

This is the second of a two-part series of nursing tutorials for students who did not meet TEAS scores required for unconditional entrance into the Licensed Practical Nursing Program. It involves professional concepts, reading, mathematics, and analyzing and comprehension of nursing concepts. Study skills, critical thinking, and test-taking strategies are discussed. The goal of this course is to provide the student with the tools necessary to participate in the nursing program. 0.00 semester credit hours. Prerequisite: None. Corequisite: None.

PN 105 Anatomy and Physiology I for Nursing

This course provides a thorough knowledge of the basic principles of structure and functioning of the body. Focus is placed on the human body as a living, functioning organism constantly adjusting to internal and external environmental changes in its efforts to maintain homeostasis. Additional instruction in medical terminology will also be provided as an integral part of the course. Upon course completion, students will have acquired basic knowledge of medical terminology, body structure, and the functioning of body systems. Students will explain and have an understanding of structure and function of different body systems with associated medical terminology, as outlined in the course objectives. 4.00 semester credit hours. Prerequisite: None. Corequisites: PN 105L Anatomy and Physiology for Nursing I Lab and PN 111 Patient Assessment.

PN 105L Anatomy and Physiology I for Nursing Lab

This is the lab to portion of Anatomy and Physiology I for Nursing. Laboratory exercises are conducted that support and enhance lecture topics. 1.00 semester credit hour. Prerequisite: None. Corequisites: PN 105 Anatomy and Physiology I for Nursing and PN 111 Patient Assessment.

PN 108 Foundations of Nursing

This course provides the basis upon which all other nursing courses are built. The history of nursing introduces the student to the origin and development of nursing practice and the theories and scientific principles upon which the profession is built. Concepts integrated throughout the course include cultural diversity, nutrition, critical thinking, physiological, and psychosocial needs of the individual as well as legal and ethical issues and communication techniques. Focus is placed on the nursing process, nursing principles in the disease process, and wellness and safety, with an emphasis placed on patient goals and outcomes. Integration of practical nursing skills will be implemented throughout the course, including history and physicals, vital sign attainment, reviewing charts, wound dressing changes, sterile technique, isolation precautions, medication administration, and dosage calculations. After completion of this course, with theory and psychomotor nursing competencies in lab, the student will possess essential nursing skills. Emphasis is placed on nursing foundations in the healthcare environment, communication techniques, developmental and psychosocial concerns, health promotion, infection control, fundamental nursing care, and psychomotor nursing skills. The student will demonstrate competency in performing basic nursing skills for client populations with common health alterations, to include vital signs, different medication administration, and drug dosage calculations. 6.00 semester credit hours. Prerequisites: PN 105/PN 105L Anatomy and Physiology I for Nursing/Lab, PN 111 Patient Assessment, and PN 112 Pharmacology. Corequisite: PN 109 Foundations of Nursing Clinical.

PN 109 Foundations of Nursing Clinical

Students will begin their orientation in caring for adult (elderly) clients. They will actively participate in the daily care for the client, including bed-making and assisting with hygiene, providing nutrition, ambulation, and companionship. The student will become familiar with wound care in this client and will use communication techniques in this lonely patient population. 1.00 semester credit hours. Prerequisites: PN 105/PN 105L Anatomy and Physiology I for Nursing/Lab, PN 111 Patient Assessment, and PN 112 Pharmacology. Corequisite: PN 108 Foundations of Nursing.

PN 111 Patient Assessment

This course provides students with the opportunity to learn content and skills related to taking histories and providing physical examinations. Students have the opportunity to practice communication techniques related to taking histories and skills required to perform accurate physical examinations. Learning opportunities are directed toward all age groups with a focus on the adult population. Emphasis is placed on the identification, clustering, and analysis of symptoms. Assessment will focus on physical and psychosocial aspects of functioning as well as the process of growth and development. Emphasis is placed on critical thinking skills in relation to the identification and analysis of health alterations. Formulation of pertinent nursing diagnoses and related documentation will be stressed. 1.50 semester credit hours. Prerequisite: None. Corequisites: PN 105/PN 105L Anatomy and Physiology I for Nursing/Lab.

PN 112 Pharmacology

This course introduces students to the science of pharmacology. Emphasis is placed on the basic pharmacologic concepts related to the delivery of medications, dosage calculations, forms and techniques of administration, and safe practice. Learning activities are designed to ensure competence in both oral and written communication regarding drugs and their administration. 1.50 semester credit hours. Prerequisite: MA 107 College Algebra with a grade of C+ or better. Corequisite: None.

PN 121 Practical Nursing I

This course introduces basic concepts which provide an overview of the health profession and healthcare delivery systems. Nursing behaviors, such as the nursing process, communication techniques, and legal and ethical responsibilities, are introduced. Concepts, such as nutrition, health

and illness, safety, spirituality, stress/coping, rest and sleep, sensory, grief and loss, and self, are discussed. Cultural diversity and growth and development across the lifespan of populations will be emphasized. 85.00 clock hours. Prerequisite: None. Corequisites: HC 114 Medical Terminology for Healthcare Professionals and SC 143/SC 143L Body Structure and Function/Lab.

PN 122 Practical Nursing II

This course introduces additional basic concepts necessary for the provision of safe, patient-centered nursing care to diverse populations across the lifespan. A nursing process approach is used to emphasize nursing skills, and medication administration is integrated and applied in the nursing laboratory. Upon successful completion, the student will be able to provide quality nursing care in the clinical setting. 205.00 clock hours. Prerequisites: HC 114 Medical Terminology for Healthcare Professionals, PN 121 Practical Nursing I, and SC 143/SC 143L Body Structure and Function/Lab. Corequisite: None.

PN 123 Practical Nursing III

This course is designed to further develop and enhance concepts related to the nursing care of ill patients. A nursing process approach is utilized to emphasize evidence-based practice, critical thinking, teaching/learning, nursing behaviors, communication, and collaboration of care. Upon successful completion, the student will be able to provide safe, patient-centered nursing care to developmentally and culturally diverse populations in the acute care, long-term, or community settings. 235.00 clock hours. Prerequisite: PN 122 Practical Nursing II. Corequisite: None.

PN 124 Practical Nursing IV

This course is designed to augment previously learned concepts and introduce care of the family unit. The nursing process is utilized to emphasize critical thinking, learning, professional behaviors, communication, collaboration, lifespan development, family, and health as a continuum. Upon successful completion, the student will be able to provide safe community and acute nursing care to the family unit throughout the wellness/illness cycle. 167.00 clock hours. Prerequisite: PN 123 Practical Nursing III. Corequisite: None.

PN 125 Practical Nursing V

This course is designed to broaden concepts related to nursing care of ill clients. The nursing process is used to expand upon previously learned concepts for the provision of safe, patient-centered nursing care to developmentally and culturally diverse populations. This course emphasizes critical thinking, teaching/learning, nursing behaviors, communication, and collaboration of care. Upon successful completion, the student will be able to provide safe, holistic nursing care for one or more ill clients in the acute care, long-term, or community settings. 240.00 clock hours. Prerequisite: PN 124 Practical Nursing IV. Corequisite: None.

PN 126 Practical Nursing VI

This course provides a clinical practicum for the application of concepts learned throughout the program. Critical thinking, teaching/learning, nursing behaviors, communication, collaboration, coordination of care, skills/technology, and professional development are embodied and exhibited. The student engages in the application of the nursing process in collaboration with the preceptor who guides the clinical experience. Upon successful completion, the student will be able to demonstrate the knowledge, skills, and behaviors necessary to provide safe, individualized entry-level nursing care for a practical nurse. 265.00 clock hours. Prerequisite: PN 125 Practical Nursing V. Corequisite: PN 127 Practical Nursing VII.

PN 127 Practical Nursing VII

This course provides the student with the opportunity to assess his/her strengths and areas for improvement in preparation for the NCLEX-PN®. Utilizing critical thinking and the nursing process, integration of all previous concepts will be emphasized through the use of case studies, integrated testing, and directed study. 18.00 clock hours. Prerequisite: PN 125 Practical Nursing V. Corequisite: PN 126 Practical Nursing VI.

PN 212 Medical Surgical Nursing

This course provides content instruction on the care of adults experiencing alterations in health, using a body systems approach. Focus is placed on recognizing and performing appropriate nursing interventions and developing critical thinking skills required to provide effective nursing care in a safe manner. Concepts of nutrition, communication, cultural diversity, legal/ethical issues, and psychosocial concerns are suitably integrated throughout the course. Content also includes health promotion and patient teaching, with emphasis on the nursing process, nursing evaluation and interventions, and pharmacology and therapeutic communication. 6.00 semester credit hours. Prerequisites: PN 108 Foundations of Nursing and PN 109 Foundations of Nursing Clinical. Corequisite: PN 213 Medical Surgical Nursing Clinical.

PN 213 Medical Surgical Nursing Clinical

This medical surgical nursing clinical allows the student a hands-on experience in caring for patients with different disease processes and undergoing different surgical procedures. Students will recognize and apply appropriate nursing interventions to care for specific clients in these populations, both pre-operatively and post-operatively. The student will demonstrate knowledge in regards to normal versus abnormal findings and intervene appropriately according to hospital policy and procedure protocols. 2.00 semester credit hours. Prerequisites: PN 108 Foundations of Nursing and PN 109 Foundations of Nursing Clinical. Corequisite: PN 212 Medical Surgical Nursing.

PN 222 Maternal and Child Nursing

This course focuses on content related to the practical nurse to meet physiological, psychosocial, cultural, and developmental needs of maternal and child clients. Antepartum, intrapartum, and postpartum care are emphasized. Content related to complications of pregnancy, newborn care, growth and development, pediatric care, and health alterations of the pediatric client are presented. Nutritional and pharmacological needs, as well as content related to cultural diversity, are presented. Healthcare technology, communication, anatomy and physiology, medical terminology, critical thinking, and the nursing process are integrated throughout course content. Students will utilize the nursing process and develop and implement nursing care plans to provide nursing care for maternal and newborn clients. 3.00 semester credit hours. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 223 Maternal and Child Nursing Clinical.

PN 223 Maternal and Child Nursing Clinical

The student will observe and participate in the care of the maternal/child client. The student will demonstrate knowledge in regards to normal versus abnormal findings and intervene appropriately according to hospital policy and procedures. 1.00 semester credit hour. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 222 Maternal/Child Nursing.

PN 228 Adult/Child Nursing

This course emphasizes care of the client throughout the life span. The course is designed to assist the student in addressing complex alterations in health. Additional content is provided on care of the client experiencing burns, cancer, and emergent conditions. Care of the adult and child are integrated throughout the course. 4.00 semester credit hours. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 229 Adult/Child Nursing Clinical.

PN 229 Adult/Child Nursing Clinical

The student will observe, assess, and participate in the care of the adult client who has experienced traumatic life situations. Clients who have fallen victim to emergent life crises, as well as those diagnosed with cancer, will be the main focus of this part of clinical. The pediatric client will receive most attention during the clinical course. Students will assess the pediatric client in both tertiary and primary care settings. Through observation and participation, the student will become familiar with common childhood illnesses and their treatment. 3.00 semester credit hours. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 228 Adult/Child Nursing.

PN 246 Mental Health/Geriatric Nursing

The mental health component of this course discusses the care of adults and the elderly with disorders requiring psychiatric management. Topics include therapeutic communication skills, normal and abnormal behaviors, treatment modalities, and developmental needs across the life span. The geriatric component presents the theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and appropriate nursing interventions. Additional content includes appropriate communication techniques, nutritional needs, legal and ethical issues, and end-of-life care. 2.00 semester credit hours. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 247 Mental Health/Geriatric Nursing Clinical.

PN 247 Mental Health/Geriatric Nursing Clinical

The clinical portion of this course exposes students to adults suffering from psychiatric disorders. The student will observe and participate in various therapeutic modalities used in the treatment of such illnesses. The student will concentrate on using appropriate interpersonal relationship skills as well as identifying and actively participating in care of patients with various mental disorders. 1.00 semester credit hour. Prerequisites: PN 212 Medical Surgical Nursing and PN 213 Medical Surgical Nursing Clinical. Corequisite: PN 246 Mental Health/Geriatric Nursing.

PN 255 NCLEX-PN Review

This course provides the student with knowledge to make the transition from student to practical nurse. The course covers essential nursing content from all core clinical areas, the nursing process, and client needs categories. Students will have the opportunity to develop and improve their test-taking skills through computer simulations and practice tests. Extensive student performance evaluation is provided throughout the course to aid in identifying and strengthening necessary content areas. 4.00 semester credit hours. Prerequisite: Final course. Corequisite: None.

(PS) PSYCHOLOGY

PS 101 Psychology

This course introduces psychology with a focus on understanding human behavior. Topics include the scope of psychology, biological foundations and the brain, the concepts of sensation, perception, conditioning, and learning, the nature of memory, motivation and emotion, states of consciousness, personality theories, social psychology, dealing with health and stress, and developing coping strategies. 3.00 semester credit hours. Prerequisites/Corequisites: None.

PS 310 Industrial Psychology

This course will survey the issues related to proactively adapting to a world of accelerating change and increasing complexity within organizational management. The principles of industrial psychology will be utilized to examine the practical application of personnel selection,

training, and placement in organizations and industries. Topics will include the application of psychological theory and research to these organizational issues, including criterion measurement of success and performance, issues related to human factors such as allocating human resources, working conditions and safety, stress and employee well-being, and motivational factors in change management. 3.00 semester credit hours. Prerequisite: PS 101 Psychology. Corequisite: None.

(PT) PHYSICAL THERAPIST ASSISTANT

PT 105 Principles of Physical Therapist Assistant Practice

This course is a synopsis of the historical, philosophical, and organizational context of the physical therapy profession within the healthcare delivery system. Students will be instructed on how to establish therapeutic communication, business practices, and personal and professional development. The course will introduce professional ethics and healthcare literature as well as investigate the scope and practice of the physical therapist assistant and their role within the physical therapy profession. Students will discuss the personal and professional qualities of the healthcare provider, communication needs, professional ethics, cultural diversity, and the psychological aspects of treatment. The course will overview observation, interviewing, and medical note-writing techniques including medical terminology, review of various assessments and formats for treatment plans, progress notes, and discharge summaries. Emphasis will be given on writing style, reimbursement guidelines, and legal aspects of note writing. 4.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: PT 116 Pathophysiology for Physical Therapist Assistants.

PT 110 Functional Kinesiology

Through integrated laboratory and lecture, this course will instruct students on the science of movement. Functional anatomy and physiology will be reviewed. Students will be instructed on descriptive terminology as it relates to kinesiology. Biomechanical principles will be discussed and applied. The relationship of these principles to the hip, knee, ankle, elbow, forearm, wrist, hand, lower extremity, head, neck, and trunk will be explored in detail. Students will be introduced to range of motion and palpation of bony prominences, joints, and muscles. An in-depth analysis of human movement, with emphasis on typical gait and posture, will be incorporated into the course. 4.00 semester credit hours. Prerequisites: PT 105 Principles of Physical Therapist Assistant Practice and PT 116 Pathophysiology for Physical Therapist Assistants. Corequisite: PT 130 Basic Patient Care.

PT 116 Pathophysiology for Physical Therapist Assistants

Pathophysiology includes the study of diseases and disorders commonly seen in physical therapy practice. This course is an overview of the etiology, manifestations, and treatment of significant diseases; emphasis will be on the musculoskeletal, nervous, and cardiopulmonary systems. The pharmacological interventions for common system dysfunctions treated in the physical therapy profession will be discussed and presented. 3.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: PT 105 Principles of Physical Therapist Assistant Practice.

PT 130 Basic Patient Care

Through integrated lecture and laboratory experiences, students will be instructed on basic healthcare skills used in physical therapy including practice in wheelchair management, body mechanics, transfers, gait training, infection control, and first-aid skills. Students will be introduced to issues involving the physical environment and architectural barriers. They will also be introduced to the measurement of anthropometrical characteristics, vital signs, range of motion, and pain. This course includes identification of anatomical structures as well as therapeutic intervention using adaptive/assistive devices, soft tissue manipulation, massage, stretches, and joint range of motion techniques. 3.00 semester credit hours. Prerequisites: PT 105 Principles of Physical Therapist Assistant Practice and PT 116 Pathophysiology for Physical Therapist Assistants. Corequisite: PT 110 Functional Kinesiology.

PT 140 Therapeutic Modalities

Students will participate in lectures and integrated laboratory experiences to explore therapeutic intervention utilizing physical agents including heat, cold, light, sound, water, electricity, and electromagnetic waves in the treatment of acute and chronic diseases and injuries. Students will be introduced to wound care, burn care, and infection control. Emphasis will be on the application and safe, appropriate use of treatment modalities. 3.00 semester credit hours. Prerequisites: PT 110 Functional Kinesiolgy and PT 130 Basic Patient Care. Corequisite: PT 151 Therapeutic Exercise.

PT 151 Therapeutic Exercise

Through integrated lab and lecture, this course will instruct students on therapeutic exercise, including basic principles of exercise and basic assessment skills pertaining to joint and muscle function. Emphasis will be on the implementation and progression of exercise programs for correction of specific conditions, muscle weakness, and joint limitations as well as goniometric and manual muscle-testing assessment. The laboratory experience will give students hands-on experience with the techniques being taught, (e.g., strengthening, range of motion, stretching, or conditioning exercises) as well as balance, coordination, posture, or training. Students will also have hands-on experience with measuring vital signs, pain, muscle strength, muscle length, and range of motion. They will have an opportunity to practice and master the skills

necessary prior to a clinical education setting. 3.00 semester credit hours. Prerequisites: PT 110 Functional Kinesiology and PT 130 Basic Patient Care. Corequisite: PT 140 Therapeutic Modalities.

PT 210 Clinical Practicum Preparation

This practicum preparation course provides preparation for clinical experiences with topics such as the roles and responsibilities of the physical therapist assistant (PTA), review of patient charts, and confidentiality. Students will be accompanied by faculty to clinical sites for observation and tours. 1.00 semester credit hour. Prerequisites: PT 220 Orthopedic Patient Care and PT 251 Neurological Patient Care. Corequisites: PT 240 Patient Care for Special Populations and PT 260 Professional Issues.

PT 220 Orthopedic Patient Care

Through integrated lecture and laboratory experiences, students will be instructed on physical therapy techniques used in the assessment and intervention of patients with orthopedic disorders, including post-operative care and appropriate therapeutic intervention. Students will continue to study therapeutic exercise as intervention for specific orthopedics cases. Focus will be on principles and application of progressive-resistive exercise, taping techniques, orthotics, prosthetics, and exercise progression. 3.00 semester credit hours. Prerequisites: PT 140 Therapeutic Modalities and PT 151 Therapeutic Exercise. Corequisite: PT 251 Neurological Patient Care.

PT 240 Patient Care for Special Populations

Through integrated lecture and laboratory experiences, students will be instructed on physical therapy techniques used in the assessment and intervention for special patient populations, including cardiovascular, pulmonary, geriatrics, amputees, bariatrics, lymphedema, women's health, and incontinence. Students will discuss pathology, impairments, functional limitations, and the corresponding disability related to the patient populations. The role of physical therapist assistants within special populations will also be discussed. 3.00 semester credit hours. Prerequisites: PT 220 Orthopedic Patient Care and PT 251 Neurological Patient Care. Corequisites: PT 210 Clinical Practicum Preparation and PT 260 Professional Issues.

PT 251 Neurological Patient Care

Through integrated lecture and laboratory experiences, students will be instructed on physical therapy techniques used in the assessment and intervention of adult and pediatric patients with congenital and acquired neurological disorders. Students will discuss pathology, impairments, functional limitations, and the corresponding disability-related patient populations such as cerebrovascular accident (CVA), spinal cord injury (SCI), traumatic brain injury (TBI), muscular dystrophy (MD), cerebral palsy (CP), spina bifida, and other neurological disorders, including neurodegenerative disorders. 4.00 semester credit hours. Prerequisites: PT 140 Therapeutic Modalities and PT 151 Therapeutic Exercise. Corequisite: PT 220 Orthopedic Patient Care.

PT 260 Professional Issues

This is a discussion of topics related to the physical therapy profession, including current healthcare and physical therapy trends, the Medicare Prospective Payment System (PPS), research, evidence-based practice, licensure, and other legal and ethical aspects that influence current physical therapist assistant practice. 2.00 semester credit hours. Prerequisites: PT 220 Orthopedic Patient Care and PT 251 Neurological Patient Care. Corequisites: PT 210 Clinical Practicum Preparation and PT 240 Patient Care for Special Populations.

PT 271 Clinical Practicum I

This initial clinical experience provides students with opportunities to improve their data collection skills and reinforce intervention techniques and concepts of proper body mechanics, therapist safety, and client safety. Students will also improve communication skills, including documentation of goals, intervention plans, and patient progress. 6.00 semester credit hours. Prerequisites: PT 240 Patient Care for Special Populations, PT 251 Neurological Patient Care, and PT 260 Professional Issues. Corequisite: None.

PT 281 Clinical Practicum II

This final clinical experience provides students with further opportunities to improve their data collection skills and reinforce intervention techniques and concepts of proper body mechanics, therapist safety, and client safety. Students will also further improve communication skills, including documentation of goals, intervention plans, and patient progress. 6.00 semester credit hours. Prerequisite: PT 271 Clinical Practicum I. Corequisite: None.

(RT) RADIOLOGIC TECHNOLOGY

RT 102 Introduction to Radiography

This course is an overview of radiography and its place in the delivery of healthcare. It presents an orientation to the academic and administrative structure of the overall profession, including ethical and legal responsibilities, patient care and consent, facility policies, and basic principles of radiation protection. Students will be oriented in the basic operation of equipment used in the field. 3.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

RT 107 Methods of Patient Care

This course is an introduction to basic skills and techniques of quality patient care. Communication, assessment, aseptic technique, venipuncture, and drug administration, as related to radiography, are emphasized. 3.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: None.

RT 112 Principles of Radiography I

This course is the study of the physics behind the production of radiation. Also covered is the study of physical forces involved in the production of quality images, which includes prime and geometric factors, quality factors, and the practical manipulation of exposure techniques, filtration, attenuation, as well as the use of grids, receptors systems, and automatic exposure control. 3.00 semester credit hours. Prerequisites: MA 107 College Algebra, RT 102 Introduction to Radiography, and RT 107 Methods of Patient Care. Corequisite: None.

RT 115 Radiographic Procedures I

This course is the study of patient habitus, positioning, equipment manipulation, evaluation of radiographic quality for the thoracic cavity, abdominal cavity, and contrast examinations of the gastrointestinal and urinary tracts. Critical thinking and communication skills, as related to procedure performance, patient care, and radiation protection, are emphasized. 2.00 semester credit hours. Prerequisites: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: RT 115L Radiographic Procedures I Lab.

RT 115L Radiographic Procedures I Lab

This lab course is a demonstration of procedures utilizing the energized, static lab on campus in conjunction with Radiographic Procedures I. Procedures practiced will comprise those of the thoracic and abdominal cavities, including contrast examinations of the gastrointestinal and urinary tracts. 1.00 semester credit hour. Prerequisite: SC 245/SC 245L Anatomy and Physiology II/Lab. Corequisite: RT 115 Radiographic Procedures I.

RT 122 Principles of Radiography II

This course is a continuation of the concepts of physics and provides an overview of electromagnetism, the x-ray circuit, film processing, digital imaging, quality assurance, and radiation biology. 4.00 semester credit hours. Prerequisite: RT 112 Principles of Radiography I. Corequisite: None.

RT 131 Radiographic Procedures II

This course is a continuation of Radiographic Procedures I, with evaluation of radiographs of the body's extremities, cervical, thoracic and lumbar spine, sacrum, and coccyx and bony thorax (sternum and ribs) emphasized. 2.00 semester credit hours. Prerequisites: RT 102 Introduction to Radiography and RT 115/L Radiographic Procedures I/Lab. Corequisite: RT 131L Radiographic Procedures II Lab.

RT 131L Radiographic Procedures II Lab

This lab course is a demonstration and application of subjects covered in Radiographic Procedures II. 1.00 semester credit hour. Prerequisites: RT 102 Introduction to Radiography and RT 115/L Radiographic Procedures I/Lab. Corequisite: RT 131 Radiographic Procedures II.

RT 135 Radiologic Clinical Education I

This course is a supervised clinical experience and competency evaluation. Emphasis is placed on radiation protection, patient care, equipment manipulation, radiographic technique, image processing, and image quality evaluation. 3.00 semester credit hours. Prerequisites: RT 115/L Radiographic Procedures I/Lab. Corequisite: None.

RT 146 Radiological Clinical Education II

This course is a continuation of supervised clinical experience and competency evaluation. Emphasis is placed on radiation protection, patient care, equipment manipulation, radiographic technique, image processing, and image quality evaluation. 3.00 semester credit hours. Prerequisite: RT 135 Radiologic Clinical Education I. Corequisite: None.

RT 156 Radiological Clinical Education III

This course is a continuation of supervised clinical experience. The concentration is on fluoroscopy and special procedures. 3.00 semester credit hours. Prerequisite: RT 146 Radiological Clinical Education II. Corequisite: None.

RT 230 Radiographic Procedures III

This course is a continuation of Radiographic Procedures II and covers evaluation of radiographs of the skull and facial bones, angiography, interventional procedures, trauma, mobile and surgical radiography, pediatric radiography, and additional diagnostic and therapeutic modalities. 2.00 semester credit hours. Prerequisites: RT 131/RT 131L Radiographic Procedures II/Lab. Corequisite RT 230L Radiographic Procedures III Lab.

RT 230L Radiographic Procedures III Lab

This lab course is a demonstration and application of radiographic procedures covered in Radiographic Procedures III. It utilizes the on-campus energized, static lab, including evaluation of radiographs of the skull and facial bones, angiography, interventional procedures, trauma,

mobile and surgical radiography, pediatric radiography, and additional diagnostic and therapeutic modalities. 1.00 semester credit hour. Prerequisites: RT 131/RT 131L Radiographic Procedures II/Lab. Corequisite: RT 230 Radiographic Procedures III.

RT 255 Radiologic Pathology

This course is an introduction to the concept of disease and injury processes through the systems of the body and their appearance radiographically. 2.00 semester credit hours. Prerequisites: RT 122 Principles of Radiography II and RT 230/RT 230L Radiographic Procedures III/Lab. Corequisite: None.

RT 260 Cross-Sectional Anatomy

This course is a presentation of anatomy in cross-sectional slices, as used in advanced imaging modalities rather than flat, as in standard radiography. It provides the student views of the entire body based on slices prepared from cadavers in transverse, sagittal, and coronal planes. 2.00 semester credit hours. Prerequisites: RT 102 Introduction to Radiography and RT 122 Principles of Radiography II. Corequisite: None.

RT 267 Radiologic Clinical Education IV

This is a continuation of supervised clinical experience. Students are provided opportunities to observe advanced imaging modalities which could include CT, MRI, mammography, ultrasound, nuclear medicine, and PET imaging. 3.00 semester credit hours. Prerequisite: RT 156 Radiologic Clinical Education III. Corequisite: None.

RT 277 Radiologic Clinical Education V

This is a continuation of supervised clinical experience. As senior students, learners should be completing the majority of basic competencies and concentrating on obtaining independence with non-trauma patients. 3.00 semester credit hours. Prerequisite: RT 267 Radiologic Clinical Education IV. Corequisite: None.

RT 295 Radiography Review

This course is a study tool in preparation for the ARRT registry exam. A review of the entire radiography program, to include mock registry exams and post-test reviews, is completed. 3.00 semester credit hours. Prerequisite: Final semester. Corequisite: None.

RT 297 Radiologic Clinical Education VI

This course is a continuation of supervised clinical experience and is the final clinical rotation for completion of the program. Students must perform any unfinished competencies and complete any areas in which additional practice is required. 3.00 semester credit hours. Prerequisite: RT 276 Radiologic Clinical Education V. Corequisite: None.

(SC) NATURAL SCIENCE

SC 090 Foundations of Science

This course will provide students with a foundation of core scientific principles related to the following areas: the metric system in scientific measurement, scientific approach to problem solving, fundamentals of chemistry, cellular structure, and tissues of the body systems. 0.00 semester credit hours. Prerequisites/Corequisites: None.

SC 105 Anatomy and Physiology I for Allied Health Professionals (Semester Credit Hour Course)

This course will provide students with information about the structure and function of the body related to each of the following body systems: integumentary, skeletal, muscular, nervous, and special senses. Biochemistry, cellular biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 105L Anatomy and Physiology I Lab for Allied Health Professionals.

SC 105L Anatomy and Physiology I Lab for Allied Health Professionals (Semester Credit Hour Course)

This is the lab portion of SC 105 Anatomy and Physiology I for Allied Health Professionals. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 105 Anatomy and Physiology I for Allied Health Professionals.

SC 106 Anatomy and Physiology I for Allied Health Professionals (Clock Hour Course)

This course will provide students with information about the structure and function of the body related to each of the following body systems: integumentary, skeletal, muscular, nervous, and special senses. Biochemistry, cellular biology, and histology will be integrated into each body system. 45.00 clock hours. Prerequisite: None. Corequisite: SC 106L Anatomy and Physiology I Lab for Allied Health Professionals.

SC 106L Anatomy and Physiology I Lab for Allied Health Professionals (Clock Hour Course)

This is the lab portion of SC 106 Anatomy and Physiology I for Allied Health Professionals. 30.00 clock hours. Prerequisite: None. Corequisite: SC 106 Anatomy and Physiology I for Allied Health Professionals.

SC 125 Anatomy and Physiology for Therapeutic Massage I (Semester Credit Hour Course)

This course will provide students with information about the structure and function of the human body related to each of the following body systems: integumentary, skeletal, muscular, nervous, and special senses with relations to therapeutic massage. Biochemistry, cellular biology,

and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 125L Anatomy and Physiology for Therapeutic Massage I Lab.

SC 125L Anatomy and Physiology for Therapeutic Massage I Lab (Semester Credit Hour Course)

This is the lab portion of SC 125 Anatomy and Physiology for Therapeutic Massage I. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 125 Anatomy and Physiology for Therapeutic Massage I.

SC 126 Anatomy and Physiology for Therapeutic Massage I (Clock Hour Course)

This course will provide students with information about the structure and function of the human body related to each of the following body systems: integumentary, skeletal, muscular, nervous, and special senses with relations to therapeutic massage. Biochemistry, cellular biology, and histology will be integrated into each body system. 45.00 clock hours. Prerequisite: None. Corequisite: SC 126L Anatomy and Physiology for Therapeutic Massage I Lab.

SC 126L Anatomy and Physiology for Therapeutic Massage I Lab (Clock Hour Course)

This is the lab portion of SC 126 Anatomy and Physiology for Therapeutic Massage I. 30.00 clock hours. Prerequisite: None. Corequisite: SC 126 Anatomy and Physiology for Therapeutic Massage I.

SC 129 Fundamentals of Anatomy and Physiology I

This course introduces students to each of the following body systems: integumentary, skeletal, muscular, joints, nervous, and special senses. Biochemistry, cellular biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisites/ Corequisites: None.

SC 142 Body Structure and Function (Semester Credit Hour Course)

This course will provide students with information regarding body structure and function relating to each of the 11 body systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, lymphatic, endocrine, digestive, urinary, and reproductive. Classroom experiences provide learning in the following topics: the major body systems, how the body systems work together to provide homeostasis, and body functions in the healthy and diseased states. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 142L Body Structure and Function Lab.

SC 142L Body Structure and Function Lab (Semester Credit Hour Course)

This is the lab portion of SC 142 Body Structure and Function. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 142 Body Structure and Function.

SC 143 Body Structure and Function (Clock Hour Course)

This course will provide students with information regarding body structure and function relating to each of the 11 body systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, lymphatic, endocrine, digestive, urinary, and reproductive. Classroom experiences provide learning in the following topics: the major body systems, how the body systems work together to provide homeostasis, and body functions in the healthy and diseased states. 45.00 clock hours. Prerequisite: None. Corequisite: SC 1423 Body Structure and Function Lab.

SC 143L Body Structure and Function Lab (Clock Hour Course)

This is the lab portion of SC 143 Body Structure and Function. 30.00 clock hours. Prerequisite: None. Corequisite: SC 143 Body Structure and Function.

SC 145 Anatomy and Physiology I

This course will provide students with information about the structure and function of the body related to each of the following body systems: integumentary, skeletal, muscular, nervous, and special senses. Biochemistry, cellular biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 145L Anatomy and Physiology I Lab.

SC 145L Anatomy and Physiology I Lab

This is the lab portion of SC 145 Anatomy and Physiology I. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 145 Anatomy and Physiology I.

SC 150 Principles of Nutrition

This course provides students with basic knowledge in human nutrition. The course focuses on structure, role, and function of macronutrients and micronutrients and the processes whereby the human body digests, absorbs, and transports nutrients. 2.00 semester credit hours. Prerequisites/ Corequisites: None.

SC 165 General Microbiology

This course provides an introduction to the study of microorganisms in our world. It covers normal flora and pathogenic microbial structure and function, metabolism, genetics, growth, and the relationship to humans and the environment. This course examines human infectious diseases including transmission, host defense mechanisms, and processes used to control the growth and spread of infectious agents. 2.00 semester credit hours. Prerequisite: None. Corequisite: SC 165L General Microbiology Lab.

SC 165L General Microbiology Lab

This course provides an introduction to the methods used to study microorganisms in our world by introducing standard techniques and procedures used in the microbiology laboratory. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 165 General Microbiology.

SC 170 General Biology

This course provides an introduction to the principles that lay the foundations for the biological sciences. Topics include the nature of science and the scientific method and the relationship between metabolism, genetics, cell biology, and evolution. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 170L General Biology Lab.

SC 170L General Biology Lab

This is the lab portion of SC 170 General Biology. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 170 General Biology.

SC 185 General Chemistry

This course presents the basic concepts of chemistry. Topics to be presented include matter, atoms, molecules, and atomic structure, how and why atoms interact (covalent and ionic bonding and covalent and multiple bonds), molecular shapes and properties, writing chemical equations, the conservation of matter in chemical reactions, oxidation and reduction reactions, pH and acid-based chemistry, buffer, water, solutions, and equilibrium. 2.00 semester credit hours. Prerequisite: None. Corequisite: SC 185L General Chemistry Lab.

SC 185L General Chemistry Lab

This is the lab portion of SC 185 General Chemistry. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 185 General Chemistry.

SC 190 Fundamentals of Chemistry

This course presents the basic concepts of chemistry. Topics to be presented include matter, atoms, molecules, and atomic structure, how and why atoms interact (covalent and ionic bonding and covalent and multiple bonds), molecular shapes and properties, writing chemical equations, the conservation of matter in chemical reactions, oxidation and reduction reactions, pH and acid-based chemistry, buffer, water, solutions, and equilibrium. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 190L Fundamentals of Chemistry Lab.

SC 190L Fundamentals of Chemistry Lab

This is the lab portion of SC 190 Fundamentals of Chemistry. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 190 Fundamentals of Chemistry.

SC 196 Anatomy and Physiology for Electronics

This course focuses on the basic organization, function, and interaction of the systems of the human body as needed by electronic technicians in the biomedical field. Also covered are the elements of medical terminology, including root words, prefixes and suffixes, and the terms used in diagnostic, operative, and symptoms relating to the various systems of the body. Emphasis will be placed on the correct spelling and pronunciation of medical terminology. 2.00 semester credit hours. Prerequisite: None. Corequisite: SC 196L Anatomy and Physiology for Electronics Lab.

SC 196L Anatomy and Physiology for Electronics Lab

This is the lab portion of SC 196 Anatomy and Physiology for Electronics. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 196 Anatomy and Physiology for Electronics.

SC 205 Anatomy and Physiology II for Allied Health Professionals (Semester Credit Hour Course)

This course will provide students with information about anatomy and physiology relating to each of the following body systems: endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisites: SC 105/SC 105L Anatomy and Physiology I for Allied Health Professionals. Corequisite: SC 205L Anatomy and Physiology II Lab for Allied Health Professionals.

SC 205L Anatomy and Physiology II Lab for Allied Health Professionals (Semester Credit Hour Course)

This is the lab portion of SC 205 Anatomy and Physiology II for Allied Health Professionals. 1.00 semester credit hour. Prerequisites: SC 105/SC 105L Anatomy and Physiology I for Allied Health Professionals. Corequisite: SC 205 Anatomy and Physiology II Lab for Allied Health Professionals.

SC 206 Anatomy and Physiology II for Allied Health Professionals (Clock Hour Course)

This course will provide students with information about anatomy and physiology relating to each of the following body systems: endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 45.00 clock hours. Prerequisites: SC 106/SC 106L Anatomy and Physiology I for Allied Health Professionals. Corequisite: SC 206L Anatomy and Physiology II Lab for Allied Health Professionals.

SC 206L Anatomy and Physiology II Lab for Allied Health Professionals (Clock Hour Course)

This is the lab portion of SC 206 Anatomy and Physiology II for Allied Health Professionals. 30.00 clock hours. Prerequisites: SC 106/SC 106L Anatomy and Physiology I for Allied Health Professionals. Corequisite: SC 206 Anatomy and Physiology II Lab for Allied Health Professionals.

SC 220 Organic Chemistry

This course is a detailed study of aliphatic and aromatic compounds approached through the study of structure, functional groups, reactions, and mechanisms. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 220L Organic Chemistry Lab.

SC 220L Organic Chemistry Lab

This is the lab portion of SC 220 Organic Chemistry. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 220 Organic Chemistry.

SC 225 Anatomy and Physiology for Therapeutic Massage II (Semester Credit Hour Course)

This course will provide students with information about human anatomy and physiology relating to each of the following body systems: endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisites: SC 125/SC 125L Anatomy and Physiology for Therapeutic Massage I/Lab. Corequisite: SC 225L Anatomy and Physiology for Therapeutic Massage II Lab.

SC 225L Anatomy and Physiology for Therapeutic Massage II Lab (Semester Credit Hour Course)

This is the lab portion of SC 225 Anatomy and Physiology for Therapeutic Massage II. 1.00 semester credit hour. Prerequisites: SC 125/SC 125L Anatomy and Physiology for Therapeutic Massage I/Lab. Corequisite: SC 225 Anatomy and Physiology for Therapeutic Massage II.

SC 226 Anatomy and Physiology for Therapeutic Massage II (Clock Hour Course)

This course will provide students with information about human anatomy and physiology relating to each of the following body systems: endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 45.00 clock hours. Prerequisites: SC 126/SC 126L Anatomy and Physiology for Therapeutic Massage I/Lab. Corequisite: SC 226L Anatomy and Physiology for Therapeutic Massage II Lab.

SC 226L Anatomy and Physiology for Therapeutic Massage II Lab (Clock Hour Course)

This is the lab portion of SC 226 Anatomy and Physiology for Therapeutic Massage II. 30.00 clock hours. Prerequisites: SC 126/SC 126L Anatomy and Physiology for Therapeutic Massage I/Lab. Corequisite: SC 226 Anatomy and Physiology for Therapeutic Massage II.

SC 229 Fundamentals of Anatomy and Physiology II

This course introduces students to each of the following body systems: cardiovascular, lymphatic, respiratory, digestive, endocrine, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisite: SC 129 Fundamentals of Anatomy and Physiology I. Corequisite: None.

SC 235 General Biochemistry

Biochemistry explores the roles of essential biological molecules focusing on protein chemistry while covering lipids and carbohydrates. It provides a systematic and methodical application of general and organic chemistry principles. Students examine the structure of proteins, their function, their binding to other molecules, and the methodologies for the purification and characterization of proteins. Enzymes and their kinetics and mechanisms are covered in detail. Metabolic pathways are examined from thermodynamic and regulatory perspectives. This course provides the linkage between the inanimate world of chemistry and the living world of biology. Other topics include mechanisms of enzyme action, nutrition and metabolism, membrane structure and receptor signaling, cell cycle regulation DNA and RNA structure and function, and regulation of gene expression. 3.00 semester credit hours. Prerequisites: SC 220/SC 220L Organic Chemistry/Lab. Corequisite: SC 235L General Biochemistry Lab.

SC 235L General Biochemistry Lab

This is the lab component that accompanies SC 235 General Biochemistry. This course presents the basic concepts of general biochemistry as they apply to various experiments in the laboratory. 1.00 semester credit hour. Prerequisites: SC 220/SC 220L Organic Chemistry/Lab. Corequisite: SC 235 General Biochemistry.

SC 242 Anatomy for Artists

This course examines the organization and structure of the body. Topics include the skeletal, muscular, and respiratory systems. Anatomical knowledge is important for professionals hoping to enter the interactive graphics and gaming field from the creative side. These topics, in combination, will form a strong base of knowledge for the beginning professional. 3.00 semester credit hours. Prerequisite: None. Corequisite: SC 242L Anatomy for Artists Lab.

SC 242L Anatomy for Artists Lab

This is the lab portion of SC 242 Anatomy for Artists. 1.00 semester credit hour. Prerequisite: None. Corequisite: SC 242 Anatomy for Artists.

SC 243 Anatomy and Physiology for Nursing

This course will build upon the Body Structure and Function course and will provide students with information about anatomy and physiology relating to each of the 11 body systems: integumentary, skeletal, muscular, nervous, circulatory, respiratory, lymphatic, endocrine, digestive, urinary and reproductive. Biochemistry, cell biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisites: SC 142/SC 142L Body Structure and Function/Lab. Corequisite: SC 243L Anatomy and Physiology for Nursing Lab.

SC 243L Anatomy and Physiology for Nursing Lab

This is the lab portion of SC 243 Anatomy and Physiology for Nursing. 1.00 semester credit hour. Prerequisites: SC 142/SC 142L Body Structure and Function/Lab. Corequisite: SC 243 Anatomy and Physiology for Nursing.

SC 245 Anatomy and Physiology II

This course will provide students with information about anatomy and physiology relating to each of the following body systems: endocrine, circulatory, lymphatic, respiratory, digestive, urinary, and the male and female reproductive systems. Biochemistry, cell biology, and histology will be integrated into each body system. 3.00 semester credit hours. Prerequisites: SC 145/SC 145L Anatomy and Physiology I/Lab. Corequisite: SC 245L Anatomy and Physiology II Lab.

SC 245L Anatomy and Physiology II Lab

This is the lab portion of SC 245 Anatomy and Physiology II. 1.00 semester credit hour. Prerequisites: SC 145/SC 145L Anatomy and Physiology I/Lab. Corequisite: SC 245 Anatomy and Physiology II.

SC 358 Physics

This course presents concepts of physics as they apply to mechanics, temperature, heat, light, and wave motion. 3.00 semester credit hours. Prerequisite: MA 204 Trigonometry or MA 225 Trigonometry and Pre-Calculus. Corequisite: SC 358L Physics Lab.

SC 358L Physics Lab

This is the lab portion of SC 358 Physics. 1.00 semester credit hour. Prerequisites: MA 204 Trigonometry or MA 225 Trigonometry and Pre-Calculus. Corequisite: SC 358 Physics.

SC 370 Environmental Science

This course explores the environmental science issues of societies that affect the natural environment. Topics include how ecosystems work, the impact of population, renewable resources, energy and power, the impact of pollution, and public policy issues. 3.00 semester credit hours. Prerequisites: EN 104 English Composition I and MA 107 College Algebra. Corequisite: SC 370L Environmental Science Lab.

SC 370L Environmental Science Lab

This is the lab portion of SC 370 Environmental Science. 1.00 semester credit hour. Prerequisites: EN 104 English Composition I and MA 107 College Algebra. Corequisite: SC 370 Environmental Science.

(SS) SOCIAL SCIENCES

SS 120 Introduction to Sociology

This course will provide a critical survey of contemporary social, political, and economic problems facing American society. Emphasis will include the urban crises, military-industrial complex, racism, and distribution of income. Topics will include society, social life, social groups, social control, social inequality, social institutions, social dynamics, and social change. 3.00 semester credit hours. Prerequisites/Corequisites: None.

SS 310 Cultural Diversity

This course provides students with an overview of diversity by exploring issues of race and ethnicity, sources of conflict, and patterns of dominance in the United States. Students will be provided tools to explore attitudes and create an awareness that is important to developing and maintaining effective personal and professional relationships. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities. 3.00 semester credit hours. Prerequisites/Corequisites: None.

SS 340 Social Structure and Culture in the United States

This course examines contemporary American culture, values, social institutions, and stratification systems in a social context. Students will gain an understanding of how America's social institutions (including law, medicine, economics, family and politics), systems of stratification (including race, class, age and gender), and culture influence life chances (how, where, with whom, and how long people live) for Americans and recent immigrants. 3.00 semester credit hours. Prerequisites/Corequisites: None.

SS 350 Social Issues and Technology

This course examines the influence of technology on American society through analyses of economic, societal evolution or structure, cognitive, and environmental change. Topics may include energy technologies, the influence of technologies on (a) the ecosystem, (b) the rate of human

population growth, (c) warfare, law enforcement, and corrections, and (d) personal privacy standards, the roles technology plays in social responsibility, social networking and business, and the ethical issues raised by changes in medical technology and the challenge using our cognitive surplus. 3.00 semester credit hours. Prerequisites/Corequisites: None.

(ST) SURGICAL TECHNOLOGY

ST 102 Introduction to Surgical Technology

This course teaches students to recognize the role and responsibility of a surgical technologist. Key concepts include the fundamentals of aseptic and sterile techniques. 2.00 semester credit hours. Prerequisites: HC 115 Medical Terminology for Healthcare Professionals, SC 165/SC 165L General Microbiology/Lab, and Anatomy and Physiology With Lab. Corequisites: ST 102L Introduction to Surgical Technology Lab and ST 111 Surgical Pharmacology.

ST 102L Introduction to Surgical Technology Lab

This course teaches students to apply the principles presented in ST 102 Introduction to Surgical Technology. Students are introduced to basic equipment and supplies and the purpose of a sterile environment. Key concepts include the preparation of instruments and supplies. 2.00 semester credit hours. Prerequisites: HC 115 Medical Terminology for Healthcare Professionals, SC 165/SC 165L General Microbiology/Lab, and Anatomy and Physiology With Lab. Corequisites: ST 102 Introduction to Surgical Technology and ST 111 Surgical Pharmacology.

ST 111 Surgical Pharmacology

This course covers basic principles of pharmacology as they relate to operating room practice. Key concepts include fundamentals of pharmacology as well as the fundamental concepts of regional and general anesthesia, blood and fluid replacement, and emergency situations. 2.00 semester credit hours. Prerequisites: HC 115 Medical Terminology for Healthcare Professionals, SC 165/SC 165L General Microbiology/Lab, and Anatomy and Physiology With Lab. Corequisites: ST 102/ST 102L Introduction to Surgical Technology/Lab.

ST 211L Surgical Principles and Practice I

This course teaches students a broad base of knowledge and application for the entry-level surgical technologist in the areas of asepsis, computers, electricity, instrumentation, equipment and robotics. Students will also demonstrate knowledge and application of suture and proper handling of sharps. 2.00 semester credit hours. Prerequisites: ST 102/ST 102L Introduction to Surgical Technology/Lab and ST 111 Surgical Pharmacology. Corequisite: ST 220 Surgical Procedures I.

ST 220 Surgical Procedures I

This course provides a comprehensive study of basic, intermediate, and advanced anatomy and physiology of surgical procedures in diagnostic, general, gynecology, obstetrics, ENT, genitourinary, and orthopedic procedures as it relates to perioperative care of the surgical patient. 4.00 semester credit hours. Prerequisites: ST 102/ST 102L Introduction to Surgical Technology/Lab and ST 111 Surgical Pharmacology. Corequisite: ST 211L Surgical Principles and Practice I.

ST 231L Surgical Principles and Practice II

This course is designed to teach students the knowledge and skills to provide patient care in the surgical setting and focuses on surgical case management, as it relates to special populations, ethics, HIPAA, and hospital policies. Students will be competent in the required level of transferring patients, prepping, positioning, monitoring, and performing vital signs. Students will also be placed in various hospital settings to observe/participate in the process of the surgical services department. 2.00 semester credit hours. Prerequisites: ST 211L Surgical Principles and Practice I and ST 220 Surgical Procedures I. Corequisite: ST 240 Surgical Procedures II.

ST 240 Surgical Procedures II

This course provides a comprehensive study of surgical procedures in ophthalmic, oral maxillofacial, plastic and reconstructive, cardiothoracic, peripheral vascular, and neurosurgery as it relates to perioperative care of the surgical patient. 4.00 semester credit hours. Prerequisites: ST 211L Surgical Principles and Practice I and ST 220 Surgical Procedures I. Corequisite: ST 231L Surgical Principles and Practice II.

ST 251 Clinical Practicum I

In this course, students will begin a clinical externship. While under the supervision of the surgical team, the student will observe cases and begin to scrub and assist team members when directed. Students become familiar with the operating room, procedures, and practices of the working surgical environment. 6.00 semester credit hours. Prerequisites: ST 231L Surgical Principles and Practice II and ST 240 Surgical Procedures II. Corequisite: None.

ST 261 Clinical Practicum II

This course is a continuation of ST 251Clinical Practicum I. In this final phase of externship, the student will exhibit a more independent role while under the continued supervision of the surgical team. Students are expected to actively participate in the perioperative process. 6.00 semester credit hours. Prerequisite: ST 251 Clinical Practicum I. Corequisite: ST 270 Surgical Technology Examination Preparation.

ST 270 Surgical Technology Examination Preparation

This course will provide the surgical technology student with the needed preparation to complete the certification exam process. It reinforces academic knowledge, professional accountability, independent decision making, and the critical nature of self-assessment. The national certification examination for surgical technologists (CST), provided by the National Board of Surgical Technology and Surgical Assisting (NBSTSA), will be administered in this course. 3.00 semester credit hours. Prerequisite: ST 251 Clinical Practicum I. Corequisite: ST 261 Clinical Practicum II.

(TN) THERAPEUTIC MASSAGE

TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid

This course will prepare the student with the knowledge and skills necessary to prevent, recognize, and provide basic care for injuries and sudden illnesses until advanced medical personnel arrive and take over. This course covers first aid and adult CPR training. This is a required course before the student can enter Massage Therapy Clinic. 7.50 clock hours. Prerequisites/Corequisites: None.

TN 120 Massage Theory and Practice I (Semester Credit Hour Course)

This course primarily consists of learning a Swedish massage full-body routine. Additional components include the history of massage, indications and contraindications of massage, the use of oil and creams, client draping, grounding and centering, proper body mechanic techniques, and self care for the massage therapist. Massage terms, directional terms, and medical terminology will also be covered to facilitate professional communication. The course introduces students to safety and sanitation procedures required for client interactions. 4.00 semester credit hours. Prerequisites/Corequisites: None.

TN 125 Massage Theory and Practice I (Clock Hour Course)

This course primarily consists of learning a Swedish massage full-body routine. Additional components include the history of massage, indications and contraindications of massage, the use of oil and creams, client draping, grounding and centering, proper body mechanic techniques, and self care for the massage therapist. Massage terms, directional terms, and medical terminology will also be covered to facilitate professional communication. The course introduces students to safety and sanitation procedures required for client interactions. 60.00 clock hours. Prerequisites/Corequisites: None.

TN 155 Integrative Reflexology

This course includes the theory and application of reflexology. Reflexology is the practice of applying pressure to the feet and hands utilizing specific thumb, finger, and hand techniques without the use of oil, cream, or lotion based on a system of zones and reflex areas that reflect an image of the body on the feet and hands with a premise that such work effects a physical change in the body. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 156 Reiki

This course is designed to provide the students with the theory and technique of Reiki as well as initiate students into first-level Reiki. Reiki is defined as Re: universal life force; Ki: energy. It is an ancient Eastern energy discipline originating in Tibet. The practice has been handed down through an oral tradition and is carried on today through individuals who are Reiki Masters. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 157 Hot Stone Massage

This course covers the history, theory, and practice of using stones for therapeutic benefit. It also covers the importance of safety and sanitation techniques. Techniques used during hot stone therapy include massaging or stroking the body with a heated stone or leaving heated stones at key points on the body. Cold stones may be used on areas of inflammation or muscle injury. Sometimes, the practitioner may also administer a more traditional massage, such as Swedish massage. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 158 Neuromuscular and Deep Tissue Therapy Massage

This course includes an introduction to the basic applications of deep tissue massage, its benefits, indications, and contraindications. A deep tissue massage is designed to relieve severe tension in the muscle and the connective tissue or fascia. Deep tissue massage is often recommended for individuals who experience consistent pain, are involved in heavy physical activity (such as athletes), and patients who have sustained physical injury. It is not uncommon for receivers of deep tissue massage to have their pain replaced with a new muscle ache for a day or two. Deep tissue work varies greatly. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 159 Thai Massage

This course provides an introduction to the theory and practice of Thai massage. Thai massage is a type of massage, in Thai style, which involves pressure along energy lines of the body, range of movement work, joint compression/decompression, rhythmic rocking, stretching, and deep massage. This form of bodywork is usually performed on the floor, and the client wears comfortable clothes that allow for movement. Students learn that the flow in transition between positions and the state of mind, level of awareness, and the breathing patterns of the therapist are as important as the techniques themselves. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 160 Sports Massage

This course is designed to give massage therapists a solid background for work in the sports arena and will provide instruction on massage techniques specific for athletics. Students will learn muscle and joint mechanics and their relationship to the activities of athletes, an awareness of which muscles are stressed by a particular sport, what areas of those muscles are subject to micro-trauma, analysis of which muscles may be injured by which movements, and a familiarity with current information on injury prevention and training. Other topics include therapies for pre-event and post-event injury recovery, range of motion, mobilization, and stretching. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 200 Business Principles and Health Service Management

Basic business principles that will be covered in this course include how to find a job, how to start your own business, promoting and marketing massage therapy, public expectations of massage therapists, business ethics, and financial management. The course information is tailored to the massage therapy profession and will provide characteristics of professionalism and discuss benefits of involvement in a professional association, the need for continuing education, and growing opportunities in massage therapy. 60.00 clock hours. Prerequisites/Corequisites: None.

TN 204 Massage Therapy for Pregnancy, Labor, and Post-Partum Practice

This course takes an in-depth look the physical and psychological changes that come with pregnancy, labor, and the post-partum period. It also covers the benefits, indications, precautions, and contraindications of massage and how the massage therapist can adapt massage technique to address the common discomforts that come with all stages of the childbearing process. 15.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 205 Save Your Hands

This course guides a therapist on injury prevention and ergonomics. It covers the benefits, indications, precautions, and contraindications of massage and how the massage therapist can adapt massage technique to address the common discomforts that come with all the practice of manual therapies. 15.00 clock hours. Prerequisites/Corequisites: None.

TN 215 Pathology for the Massage Therapist

Pathology is devoted to the definition, etiology, signs, and symptoms of conditions commonly encountered by a licensed massage therapist. The purpose of this course is to help the massage student build a knowledge base upon which he or she can begin to practice. This knowledge base will enable a therapist to deal with clients in whom such conditions may exist and provide a basis for communication with other health professionals. 60.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab. Corequisite: None.

TN 225 Massage Theory and Practice II

This course consists of practicing the massage therapy skills and will prepare students for the massage therapy clinic courses. The student will also learn an effective seated chair massage routine and side-lying massage routine as well as other approaches to enhance the experience of Swedish Massage. The course will introduce students to approaches with other health-related concerns. Clinic preparation involves learning clinic expectations and procedures, ethics, and role playing various client scenarios within a “mock” clinic setting. Students will learn the process of documentation of client information using SOAP notes. 60.00 clock hours. Prerequisite: TN 125 Massage Theory and Practice I. Corequisite: None.

TN 235 Kinesiology: Upper Body

Kinesiology is the scientific study of muscular activity, anatomy, and the mechanics of the movement of the body and its parts. This course offers an in-depth study of the muscular/skeletal system of the upper body and other associated structures. This information is devoted to enhancing the skills and knowledge base for the massage therapist. Exploring the various actions of a muscle or muscle groups will further develop the skills for bodywork and better meet the needs of the client. The course will provide the opportunity for exploring various injuries or impairments, including the application of therapeutic massage, resulting in improving overall function. 60.00 clock hours.

Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 236 Kinesiology: Lower Body

Kinesiology is the scientific study of muscular activity, anatomy, and the mechanics of the movement of the body and its parts. This course offers an in-depth study of the muscular/skeletal system of the upper body and other associated structures. This information is devoted to enhancing the skills and knowledge base for the massage therapist. Exploring the various actions of a muscle or muscle groups will further develop the skills for bodywork and better meet the needs of the client. The course will provide the opportunity for exploring various injuries or impairments, including the application of therapeutic massage, resulting in improving overall function. 60.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 249 Therapeutic Strategies and Decision Making

The course will cover problems related to specific client injuries, diseases, conditions, and limitations while considering therapeutic strategies in providing massage, with resulting case management documentation, assessment, treatment planning, and client education. Additional strategies include deep tissue, trigger point identification and releases, orthopedic testing, and other modalities. The class will also stress the timely review of client documentation, concise client history-taking, and prompt determination of session strategy, as well as development of a treatment plan with the client. 60.00 clock hours. Prerequisites: TN 215 Pathology for the Massage Therapist, TN 235 Kinesiology: Upper Body, TN 236 Kinesiology: Lower Body, and TN 252 Massage Therapy Clinic II. Corequisites: None.

TN 251 Massage Therapy Clinic I

This is the first in a series of therapy clinics. It is the hands-on application of massage therapy to clients. Clinic hours will be set up in a flexible schedule to accommodate the student and clinic needs. Each student will be required to maintain a certain number of clinic hours each week and follow the SOAP finding procedures in order to track the progress of clients. Each student will need to complete 45 hours of massage therapy clinic. 45.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license) and TN 225 Massage Theory and Practice I. Corequisite: None.

TN 252 Massage Therapy Clinic II

This is the second in a series of therapy clinics. It is the hands-on application of massage therapy to clients. Clinic hours will be set up in a flexible schedule to accommodate the student and clinic needs. Each student will be required to maintain a certain number of clinic hours each week and follow the SOAP finding procedures in order to track the progress of clients. Each student will need to complete 45 hours of massage therapy clinic. 45.00 clock hours. Prerequisite: TN 251 Massage Therapy Clinic I. Corequisite: None.

TN 253 Massage Therapy Clinic III

This is the third in a series of therapy clinics. It is the hands-on application of massage therapy to clients. Clinic hours will be set up in a flexible schedule to accommodate the student and clinic needs. Each student will be required to maintain a certain number of clinic hours each week and follow the SOAP finding procedures in order to track the progress of clients. Each student will need to complete 45 hours of massage therapy clinic. 45.00 clock hours. Prerequisite: TN 252 Massage Therapy Clinic II. Corequisite: None.

TN 254 Massage Therapy Clinic IV

This is the fourth in a series of therapy clinics. It is the hands-on application of massage therapy to clients. Clinic hours will be set up in a flexible schedule to accommodate the student and clinic needs. Each student will be required to maintain a certain number of clinic hours each week and follow the SOAP finding procedures in order to track the progress of clients. Each student will need to complete 45 hours of massage therapy clinic. 45.00 clock hours. Prerequisite: TN 253 Massage Therapy Clinic III. Corequisite: None.

TN 255 Eastern Wellness

This course focuses on the concept of wellness from the combined views of traditional Chinese and Westernized medicine. The course is devoted to examining what it means to live by following a healthy lifestyle based off of philosophies from these two traditions. The student will also learn the basic theories and practices of Eastern medicine as they apply to both massage practice and client evaluation. Topics will include Chinese medical theory, the basics of the five elements, and treatments including acupuncture, acupressure, Ayurveda, and other modalities. The course is intended as a survey of general topics associated with Eastern medicine; certain underlying concepts will be covered in more depth. 60.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 Cardiopulmonary Resuscitation (CPR) and First Aid (or valid CPR license) and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 256 Specialty Areas in Massage Practice

This course will focus on areas in which massage therapists specialize in their practices. These areas include sports massage, massage and cancer care, massage-therapy research, orthopedic/medical massage, geriatric and hospice care, lymphedema, Eastern bodywork, rolfing,

pediatrics, pre-and peri-natal massage, and hospital-based massage, as well as others. Students will explore additional requirements such as certification, education, and experience. They will also explore professional organizations that support and provide additional training. 60.00 clock hours. Prerequisite: TN 225 Massage Theory and Practice II. Corequisite: None.

TN 265 Hydrotherapy

Hydrotherapy is the study of water as a therapeutic agent, used both internally and externally. Thermotherapy (heat) and cryotherapy (cold) will be incorporated into this class to include steam, sauna, whirlpool, hot packs, sinus packs, aromatherapy, body wraps, polishes, etc. This course will cover the indications and contraindications of each spa treatment. This spa treatment class is intended to extend the choice of treatment modalities available to the massage therapist besides basic full-body massage. This class will extend their scope of practice and knowledge base of the spa industry while allowing them to offer these treatments to their clients. 60.00 clock hours. Prerequisites: SC 206/L Anatomy and Physiology II/Lab for Allied Health Professionals or SC 226/SC 226L Anatomy and Physiology for Therapeutic Massage II/Lab, TN 115 CPR and First Aid (or valid CPR license), and TN 225 Massage Theory and Practice II. Corequisite: None.

TN 270 Advanced Spa Therapies

The Advanced Spa Therapies course will include advanced use of thermotherapy (heat) and cryotherapy (cold) and includes steam, hot packs, sinus packs, aromatherapy, body wraps, polishes, and complementary therapies. This course will cover the indications and contraindications of each advanced spa treatment and is intended to extend the choice of treatment modalities available to the massage therapist. This course will also extend the massage therapist's scope of practice and knowledge base of both the spa and medical spa industries while allowing the massage therapist to offer these treatments to clients, providing a better opportunity for employment. 45.00 clock hours. Prerequisite: TN 265 Hydrotherapy. Corequisite: None.

ACCURACY OF INFORMATION STATEMENT

The Herzing University Catalog is the official policy of the University. Students should seek clarification from the Catalog if they are told or read any information inconsistent or contradictory with the official policy of the Catalog. Students should not rely on oral or unofficial information in determining the official policy of the institution, the availability of a program on a particular campus, or the accreditation status (programmatic or regional) of a particular program or campus. Only the official catalog of Herzing University states official policy. Herzing University is committed to offering a robust, current, and relevant curriculum. All content in the Catalog including, but not limited to, curriculum, policies, and other matters discussed herein are subject to change at the discretion of the University. However, curriculum changes will not require existing students to take more credits to graduate than their original degree or diploma program. Changes will be reflected in an addendum to this catalog and will then be considered an integral part of this publication.

CHANGES FROM PREVIOUS CATALOG (JANUARY 2014)

Changes to Undergraduate Policies

- University Information: Updates have been made to Executive Committee, *System Administrators, Campus Administrators, and Undergraduate Faculty*.
- University Information: The accreditation section has been reformatted to depict specialized program accreditations, certifications, and licensures by campus rather than by accrediting agencies.
- University Information: *Library/Resource Center* information has been updated.
- Admissions Information: Undergraduate *Admission Criteria* has been updated.
- Admissions Information: *Additional Admission Acknowledgements for Wind Energy Technology* information has been added (per February 2014 addendum).
- Admissions Information: *International Undergraduate Student Admission* information has been updated.
- Admissions Information: *Special Students* information has been updated.
- Admissions Information: *Transfer of Credits From Other Colleges and Universities* information has been updated.
- Academics Information: *EdFlex Education Options* information has been updated.
- Academics Information: *Software and Technology Requirements* information has been updated.
- Academics Information: *Grading Policies* information has been updated.
- Academics Information: *Grading Policies* information has been updated.
- Academics Information: *Developmental Studies* has been updated.
- Academics Information: *International Student Breaks* information has been added.
- Academics Information: Policy on *Withholding Official Transcripts, Degrees, and Diplomas* has been added.
- Financial Information: *Herzing University Refund Policy* has been updated.
- Student Services Information: *Procedures for Appeal of Dismissal From the University and/or Termination of Financial Aid Eligibility* information has been updated.

Program Offerings by Campus:

Changes have been made to programs and campus offerings. Please see the Program Offering Chart in this catalog or on the Herzing website at **www.herzing.edu/career-programs/downloads**.

New Programs

- Bachelor of Science in Dental Hygiene (BSDH)
- Bachelor of Science in Technology Management (BSTM)

Programs No Longer Offered

- Bachelor of Science in Technology Management With a Minor in Information Technology (BSTMIT)
- Bachelor of Science in Technology Management With a Minor in Software Development (BSTMSD)
- Associate of Applied Science in Dental Hygiene (AASDH)
- Associate of Applied Science in Professional Aeronautics—Akron (AASPAAO)
- Associate of Science in Professional Aeronautics—New Orleans (ASPANL)

Revised Programs

- Bachelor of Science in Nursing (BSN)
- Associate of Applied Science in Occupational Therapy Assistant (AASOTA)

Programs With Name Changes

- The Bachelor of Science in Nursing—LPN to BSN Bridge—Orlando (BSNBO) has been changed to the Bachelor of Science in Nursing—Bridge to BSN—Orlando (BSNBB).
- The Associate of Science in Nursing—Orlando—LPN to ASN Bridge (ASNB) has been changed to the Associate of Science in Nursing—Bridge to ASN—Orlando (ASNBA).

New Courses

- CJ 430 Financial Crimes (note this course was removed from a previous catalog and is now being reinstated).
- DH 141 Oral Histology and Embryology
- DH 199 Dental Hygiene Preclinical
- DH 199C Dental Hygiene Preclinical Practice
- DH 210 Dental Management and Technologies
- DH 219 Introduction to Patient Care
- DH 250 Principles of Dental Radiography
- DH 285 Community Dental Health
- DH 285C Community Dental Health Practicum
- DH 290 Pharmacology for the Dental Hygienist
- DH 295 Radiography Interpretation
- DH 295C Radiography Interpretation Clinical
- DH 299 Dental Hygiene Clinical Practice I
- DH 301 Dental Hygiene Research
- DH 302 Periodontology I
- DH 305 Cultural Diversity in Dental Hygiene
- DH 315 Leadership in Dental Hygiene

- DH 320 Clinical Theory and Scientific Basis
- DH 320L Clinical Theory and Scientific Basis Lab
- DH 326 Dental Materials
- DH 326L Dental Materials Lab
- DH 329 Pain Management
- DH 329L Pain Management Lab
- DH 399C Dental Hygiene Clinical Practice II
- DH 402 Periodontology II
- DH 405 Contemporary Issues in Dental Hygiene
- DH 410 Diverse Needs in Patient Populations
- DH 415 Dental Hygiene Ethics and Jurisprudence
- DH 420 Dental Hygiene Board Review
- DH 425 Teaching and Theories of Learning
- DH 425C Teaching and Theories of Learning Practicum
- DH 426 Clinical Practice Management
- DH 426C Clinical Practice Management Practicum
- DH 460 Dental Hygiene Capstone
- DH 499C Dental Hygiene Clinical Practice III
- EL 085 Introduction to Conversation and Culture
- EN 331 Language and Cultural Exchange Preparatory
- EN 332 Language and Cultural Exchange Practicum
- NB 209 Health Assessment
- NB 211 Introduction to Clinical Nursing
- NB 216 Adult Health I
- NB 302 Adult Health II
- NB 309 Mental Health Nursing
- NB 316 Gerontological Nursing
- NB 402 Family Nursing
- NB 412 Community Nursing
- NF 171 Transition to RN Practice
- OT 251 Occupational Therapy in Geriatrics and Community Settings

Courses With Prerequisite/Corequisite Changes

- CJ 305 Supervising and Managing Criminal Justice Personnel
- DH 105 Dental and Medical Terminology
- DH 111 Medical Emergencies in Dentistry
- DH 119 Orofacial Structures
- DH 122 General and Oral Pathology
- FS 200 Fire Prevention
- NB 206 Introduction to Professional Nursing
- NB 220 Pharmacology
- NB 401 National and Global Health and Policy Issues
- NB 447 Adult Health III/Nursing Practicum
- NB 450 Nursing Leadership and Management
- NF 214 Nursing IV
- OT 265 Assistive Technology

Discontinued Courses

- All AA (Aeronautics) courses at the Akron Campus.
- All AN (Aeronautics) courses at the New Orleans Campus
- DH 123 Dental Hygiene Seminar I
- DH 125 Pre-Clinical Lecture
- DH 126C Pre-Clinical Lab
- DH 130 Pharmacology for the Dental Hygienist
- DH 135 Periodontology
- DH 136 Radiography Interpretation
- DH 139 Concepts in Community Dental Health
- DH 140 Dental Hygiene Seminar II
- DH 140L Dental Hygiene Seminar II Lab
- DH 142 Principles of Dental Radiography
- DH 142C Principles of Dental Radiography Clinical
- DH 143C Dental Hygiene Clinical Practice I
- DH 223 Dental Hygiene Seminar III
- DH 226 Dental Hygiene Materials
- DH 227C Dental Hygiene Clinical Practice II
- DH 229 Local Anesthesia and Pain Management
- DH 229L Local Anesthesia and Pain Management Lab
- DH 230 Dental Hygiene Ethics and Jurisprudence
- DH 236 Dental Hygiene Board Review
- DH 327C Dental Hygiene Clinical Practice III
- DH 336 Dental Hygiene Seminar IV
- EN 330 English/Chines Language and Cultural Exchange
- FS 101 Introduction to Fire Science and Emergency Management
- NB 207 Health Assessment
- NB 207L Health Assessment Lab
- NB 210 Introduction to Clinical Nursing
- NB 210C Introduction to Clinical Nursing Simulation
- NB 215 Adult Health I
- NB 215C Adult Health I Clinical
- NB 215L Adult Health I Lab
- NB 301 Adult Health II
- NB 301C Adult Health II Clinical

- NB 308 Mental Health Nursing
- NB 308C Mental Health Nursing Clinical
- NB 314 Gerontological Nursing
- NB 314C Gerontological Nursing Clinical
- NB 400 Family Nursing
- NB 400C Family Nursing Clinical
- NB 409 Community Nursing
- NB 409C Community Nursing Clinical
- NF 170 LPN Transition to RN Practice
- OT 250 Occupational Therapy in Geriatrics and Community Settings

State of Wisconsin
Department of Safety and Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager	2) Date When Request Submitted: 5/8/2013 Items will be considered late if submitted after 5 p.m. and less than: ▪ 8 business days before the meeting for paperless boards ▪ 14 business days before meeting for all others

3) Name of Board, Committee, Council, Section:
Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
6/12/2014	☒ Yes ☐ No	Quarter 1 2014 NCLEX Pass Rate Data

7) Place Item in:	8) Is an appearance before the Board being scheduled?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes (Fill out Board Appearance Request) ☒ No	

10) Describe the issue and action that should be addressed:
Review and discussion of Quarter 1 2014 NCLEX pass rate data.

11) Authorization

Jill M. Remy — 5/8/2014
Signature of person making this request — Date

Supervisor (if required) — Date

Executive Director signature (indicates approval to add post agenda deadline item to agenda) — Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.

Revised 8/13

RN Degree Analysis - Board Approved Programs

School	Degree		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	% Passed
First Time Test Takers												
All RN Degrees												
National Average		# Passed	45870	45265	10493	37024	39689	43409	8670	32417	262837	
		#Cand	49462	50978	12426	40979	47818	53735	12565	38276	306239	**0.86**
RN Program - BON Approved												
Alverno College	RN BS	# Passed	36	31	2	66	23	29	3	59	249	
US50509100	RN BS	# Cand	44	38	5	72	26	41	12	66	304	**0.82**
Bellin College	RN BS	# Passed	59	9	21	1	28	16	19	0	153	
US50502200	RN BS	# Cand	63	9	24	2	31	23	20	0	172	**0.89**
Blackhawk Tech College	RN Assoc	# Passed	11	4	0	25	2	20	0	10	72	
US50407700	RN Assoc	# Cand	11	4	0	27	3	23	0	11	79	**0.91**
Bryant and Stratton College	RN Asso	#Passed	49	39	21	39	42	21	19	43	273	
US50400200	RN Asso	#Cand	54	44	26	41	49	26	29	49	318	**0.86**
Cardinal Stritch University	RN Assoc	# Passed	15	16	1	33	21	15	1	22	124	
US50408300	RN Assoc	# Cand	17	23	1	37	23	20	2	27	150	**0.83**
Carroll University	RN BS	# Passed	26	7	0	7	41	4	0	0	85	
US50500000	RN BS	# Cand	27	7	0	7	42	4	0	0	87	**0.98**
Chippewa Valley Tech College	RN Assoc	# Passed	52	32	1	78	29	23	3	73	291	
US50408100	RN Assoc	# Cand	57	37	1	85	33	28	3	95	339	**0.86**
Col. of Menominee Nation	RN Asso	# Passed	3	4	4	3	1	6	0	2	23	
US50402500	RN Asso	# Cand	3	4	4	3	1	6	1	2	24	**0.96**
Columbia-Mt. Mary	RN BS	# Passed	7	23	1	25	8	25	0	23	112	
US50502000	RN BS	# Cand	10	27	1	27	8	30	0	24	127	**0.88**
Concordia University	RN BS	# Passed	17	13	0	0	25	27	0	0	82	
US50509400	RN BS	# Cand	17	14	0	0	25	29	0	1	86	**0.95**
Edgewood College	RN BS	# Passed	6	39	10	31	8	38	18	31	181	
US50507500	RN BS	# Cand	7	40	10	34	8	45	20	31	195	**0.93**
Fox Valley Tech College	RN Assoc	# Passed	27	19	0	32	19	23	1	32	153	
US50407000	RN Assoc	# Cand	27	19	0	33	21	27	2	33	162	**0.94**
Gateway Tech College	RN Assoc	# Passed	35	19	8	32	20	17	0	48	179	
US50407800	RN Assoc	# Cand	42	23	10	35	24	26	0	53	213	**0.84**

School	Degree		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	% Passed
Herzing University - Brookfield	RN BS	# Passed				10	1	1	5	18	35	
US50500200	RN BS	# Cand				12	2	4	9	20	47	**0.74**
Herzing University - Madison	RN Asso	#Passed	35	2	0	0	27	2	0	0	66	
US50405500	RN Asso	#Cand	39	3	0	0	31	2	0	0	75	**0.88**
Lakeshore Tech College	RN Assoc	# Passed	13	13	1	22	17	5	1	12	84	
US50407600	RN Assoc	# Cand	13	15	1	26	18	6	1	13	93	**0.90**
Madison Area Tech College	RN Assoc	# Passed	7	71	1	43	20	36	2	48	228	
US50407900	RN Assoc	# Cand	8	76	2	44	21	43	2	56	252	**0.90**
Maranatha Baptist Bible Col.	RN BS	#Passed	16	0	0	0	7	2	0	0	25	
US50500100	RN BS	# Cand	17	0	0	0	7	2	0	0	26	**0.96**
Marian University	RN BS	# Passed	24	49	8	8	10	39	2	5	145	
US50503900	RN BS	# Cand	25	56	8	10	11	51	5	12	178	**0.81**
Marquette University	RN BS	# Passed	34	74	8	6	42	46	9	6	225	
US50509000	RN BS	# Cand	38	80	9	6	49	61	13	7	263	**0.86**
Mid State Tech College	RN Assoc	# Passed	12	21	0	35	17	11	0	22	118	
US50400000	RN Assoc	# Cand	13	23	0	35	18	13	0	23	125	**0.94**
Milwaukee Area Tech College	RN Assoc	# Passed	7	47	1	50	6	52	2	54	219	
US50408000	RN Assoc	# Cand	7	47	1	50	7	56	2	55	225	**0.97**
Milw School of Engineering	RN BS	# Passed	4	12	3	8	0	16	1	14	58	
US50504400	RN BS	# Cand	4	12	3	8	0	17	1	19	64	**0.91**
Moraine Park Tech College	RN Assoc	# Passed	22	12	2	52	19	18	2	51	178	
US50408200	RN Assoc	# Cand	23	14	2	53	20	20	2	53	187	**0.95**
Nicolet Area Tech College	RN Assoc	# Passed	15	13	0	15	8	8	0	0	59	
US50400100	RN Assoc	# Cand	15	14	0	16	8	10	0	0	63	**0.94**
North Central Tech College	RN Assoc	# Passed	22	22	2	42	12	22	4	36	162	
US50407500	RN Assoc	# Cand	24	27	3	44	14	23	4	45	184	**0.88**
Northeast WI Tech College	RN Assoc	# Passed	38	28	1	72	38	30	1	50	258	
US50407300	RN Assoc	# Cand	40	30	2	79	40	39	3	60	293	**0.88**

School	Degree		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	% Passed
Rasmussen - Green Bay	RN Assoc	# Passed			5	5	4	7	12	8	41	
US50408500	RN Assoc	# Cand			8	10	4	10	17	14	63	**0.65**
Rasmussen - Wausau	RN Asso	# Passed						5	3	12	20	
US50400400	RN Asso	# Cand						7	5	16	28	**0.71**
Southwest WI Tech College	RN Assoc	# Passed	10	30	0	0	20	11	1	0	72	
US50407100	RN Assoc	# Cand	10	30	0	0	21	11	1	0	73	**0.99**
UW-Eau Claire	RN BS	# Passed	19	55	0	52	31	22	0	48	227	
US50508400	RN BS	# Cand	21	57	0	55	32	23	0	51	239	**0.95**
UW-Milwaukee	RN BS	# Passed	56	30	0	96	23	53	3	88	349	
US50508300	RN BS	# Cand	63	39	1	105	26	69	6	102	411	**0.85**
UW-Madison	RN BS	# Passed	26	115	5	0	10	119	1	3	279	
US50509500	RN BS	# Cand	26	128	7	0	10	132	1	3	307	**0.91**
UW-Oshkosh	RN BS	# Passed	41	59	25	76	58	37	25	58	379	
US50508100	RN BS	# Cand	41	63	26	80	62	45	26	63	406	**0.93**
Viterbo College	RN BS	# Passed	61	7	0	0	47	10	0	0	125	
US50508200	RN BS	# Cand	65	8	0	0	55	13	1	0	142	**0.88**
Waukesha County Tech	RN Assoc	# Passed	9	17	1	39	22	14	0	39	141	
US50407400	RN Assoc	# Cand	10	17	1	41	22	14	0	40	145	**0.97**
Western Tech College	RN Assoc	# Passed	31	15	0	34	29	17	2	27	155	
US50408400	RN Assoc	# Cand	33	17	0	34	33	20	3	34	174	**0.89**
WI Indianhead Tech College	RN Assoc	# Passed	7	45	0	38	5	44	3	26	168	
US50407200	RN Assoc	# Cand	11	47	0	43	7	49	4	28	189	**0.89**
WI Lutheran College	RN BS	# Passed	0	6	0	0	7	8	0	0	21	
US50500500	RN BS	# Cand	1	9	0	0	7	10	0	0	27	**0.78**

RN Degree Analysis - Authorized to Admit Students, Not Yet Board Approved

School	Degree		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	% Passed
First Time Test Takers												
All RN Degrees												
National Average		# Passed	45870	45265	10493	37024	39689	43409	8670	32417	262837	
		#Cand	49462	50978	12426	40979	47818	53735	12565	38276	306239	**0.86**
RN Program - Authorized to Admit Students, Not Yet BON Approved												
Lac Courte Oreilles Ojibwe	RN Asso	# Passed				1	0	2	1	1	5	
US50400300	RN Asso	# Cand				2	4	3	1	2	12	**0.42**

LPN Degree Analysis - Board Approved Programs

Degree Analysis												
School	**Degree**		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	**% Passed**
LPN Degree												
National pass rates		# Passed	11010	19082	10263	11487	10155	18178	9754	11813	**101742**	
first time candidates		# Cand	13339	21883	12592	13650	12208	20696	12021	14095	**120484**	**0.84**
LPN Program - BON Approved												
Blackhawk Tech College	LPN	# Passed	2	10	2	8	5	8	4	4	**43**	
US50100000		# Cand	2	10	2	8	5	9	4	4	**44**	**0.98**
Chippewa Valley Tech College	LPN	# Passed	7	18	4	21	24	19	11	24	**128**	
US50109700		# Cand	7	18	4	21	24	20	12	24	**130**	**0.98**
College of Menominee Nation	LPN	# Passed	3	4	3	2	3	6	1	3	**25**	
US50102500		# Cand	3	5	3	2	3	6	1	3	**26**	**0.96**
Fox Valley Tech College	LPN	# Passed	21	28	6	29	14	17	6	40	**161**	
US50105700		# Cand	21	31	6	31	14	17	6	40	**166**	**0.97**
Gateway Tech College	LPN	# Passed	28	32	5	20	23	23	7	38	**176**	
US50105900		# Cand	30	35	5	20	23	26	8	39	**186**	**0.95**
Herzing University - Madison	LPN	#Passed	1	1	8	1	0	7	3	9	**30**	
US50102000		#Cand	1	1	8	1	0	7	3	9	**30**	**1.00**
Lakeshore Tech College	LPN	#Passed	6	6	3	10	8	3	1	7	**44**	
US50109800		#Cand	6	7	3	10	8	3	2	7	**46**	**0.96**
Madison Area Tech College	LPN	# Passed	5	14	5	15	4	14	2	19	**78**	
US50105600		# Cand	5	15	5	15	4	14	2	19	**79**	**0.99**
MATC-Mdsn Stand Alone	LPN	#Passed	6	32	3	16	14	28	3	17	**119**	
US50101300		# Cand	6	32	3	17	14	29	3	19	**123**	**0.97**
Mid State Tech College	LPN	#Passed	10	14	3	7	4	12	2	12	**64**	
US50101000		#Cand	10	15	3	7	4	12	2	12	**65**	**0.98**
MATC-Mlw Stand Alone	LPN	#Passed	3	13	0	4	3	10	2	5	**40**	
US50101400		#Cand	3	13	0	4	3	11	2	5	**41**	**0.98**
Milwaukee Area Tech College	LPN	# Passed	9	17	4	13	6	18	3	6	**76**	
US50105800		# Cand	9	17	5	15	6	19	4	8	**83**	**0.92**
Moraine Park Tech College	LPN	# Passed	10	23	3	15	11	14	5	16	**97**	
US50105300		# Cand	10	23	3	15	11	14	5	17	**98**	**0.99**
Nicolet Area Tech College	LPN	#Passed	5	3	4	0	2	2	3	7	**26**	
US50100100		#Cand	5	3	4	0	2	2	3	7	**26**	**1.00**
North Central Tech College	LPN	#Passed	14	18	4	8	12	12	3	10	**81**	
US50100500		#Cand	14	18	4	9	12	12	3	10	**82**	**0.99**

LPN Degree Analysis - Board Approved Programs

School	Degree		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	% Passed
Northeast WI Tech-Stand alone	LPN	#Passed	3	6	0	0	3	3	0	2	**17**	
US50100600		#Cand	5	6	0	0	3	3	0	2	**19**	**0.89**
Northeast WI Tech College	LPN	# Passed	39	39	12	27	28	42	14	34	**235**	
US50105200		# Cand	41	44	13	29	31	46	18	34	**256**	**0.92**
Southwest WI Tech	LPN	# Passed	5	21	1	3	23	22	4	2	**81**	
US50109600		# Cand	5	21	1	3	23	22	4	2	**81**	**1.00**
Waukesha County Tech College	LPN	# Passed	5	24	4	14	15	11	5	16	**94**	
US50109900		# Cand	5	24	4	14	16	11	5	16	**95**	**0.99**
Western Tech College	LPN	#Passed	13	16	3	18	12	12	8	14	**96**	
US50109500		#Cand	15	16	3	19	13	12	8	15	**101**	**0.95**
Wisconsin Indianhead Tech Coll	LPN	#Passed	12	35	4	14	10	34	1	20	**130**	
US50100300		#Cand	13	36	4	14	10	34	1	20	**132**	**0.98**

LPN Degree Analysis - Authorized to Admit Students, Not Yet Board Approved

Degree Analysis												
School	**Degree**		2nd Quarter 2012	3rd Quarter 2012	4th Quarter 2012	1st Quarter 2013	2nd Quarter 2013	3rd Quarter 2013	4th Quarter 2013	1st Quarter 2014	Total	**% Passed**
LPN Degree												
National pass rates		# Passed	11010	19082	10263	11487	10155	18178	9754	11813	**101742**	
first time candidates		# Cand	13339	21883	12592	13650	12208	20696	12021	14095	**120484**	**0.84**
LPN Program - Authorized to Admit Students, Not Yet BON Approved												

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:	2) Date When Request Submitted:
Sharon Henes **Administrative Rules Coordinator**	28 May 2014 Items will be considered late if submitted after 12:00 p.m. on the deadline date: ▪ 8 business days before the meeting

3) Name of Board, Committee, Council, Sections:

Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
12 June 2014	☒ Yes ☐ No	Rulemaking Matters – Discussion and Consideration 1. Adopt CR 13-098 Relating to Nurse Licensure Compact 2. Adopt CR 14-002 Relating to Licensure 3. Update on JCRAR Review of CR 13-097 Relating to Unprofessional Conduct 4. Update on JCRAR Review of CR 14-004 Relating to School Approval 5. Update on Pending and Possible Rule Projects

7) Place Item in:	8) Is an appearance before the Board being scheduled?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes (Fill out Board Appearance Request) ☐ No	

10) Describe the issue and action that should be addressed:

11) Authorization

Sharon Henes *28 May 2014*

Signature of person making this request Date

Supervisor (if required) Date

Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date

Directions for including supporting documents:
1. This form should be attached to any documents submitted to the agenda.
2. Post Agenda Deadline items must be authorized by a Supervisor and the Policy Development Executive Director.
3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.

Revised 8/13

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULEMAKING PROCEEDINGS BEFORE THE BOARD OF NURSING	:	ORDER OF THE BOARD OF NURSING ADOPTING RULES CLEARINGHOUSE RULE 13-098

ORDER

An order of the Board of Nursing to create ch. N 9 relating to the nurse licensure compact.

Analysis prepared by the Department of Safety and Professional Services.

ANALYSIS

Statutes interpreted: s. 441.50

Statutory authority: ss. 15.08 (5) (b), 227.11 (2); 441.01; 441.50 (6); 441.50 (6)(d) Stats.

Explanation of agency authority: An examining board shall promulgate rules for its own guidance and for the guidance of the profession to which it pertains. The Board may establish rules to prevent unauthorized persons from practicing professional nursing. The Board shall approve all rules for the administration of ch. 441 in accordance with ch. 227.

The Board shall have the authority to promulgate uniform rules and regulations which are developed by the nurse licensure compact administrators. These uniform rules shall be adopted by party states.

Related statute or rule: s. 441.50

Plain language analysis:

Wisconsin is a party state to the Nurse Licensure Compact. The Nurse Licensure Compact requires the adoption of the uniform rules for facilitation and coordination of the implementation of the Nurse Licensure Compact. The issues the rules address include: issuance of a multi-state license; limitations or discipline on a multi-state licensure; required data to collect (and who has access to that data); and various reporting to the information system requirements.

Summary of, and comparison with, existing or proposed federal regulation: None

Comparison with rules in adjacent states:

Illinois: Illinois is not part of the nurse licensure compact.

Iowa: Iowa is part of the nurse licensure compact and has adopted the rules.

Michigan: Michigan is not part of the nurse licensure compact.

Minnesota: Minnesota is not part of the nurse licensure compact.

Summary of factual data and analytical methodologies:

The nurse licensure compact administrators approve the uniform rules.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact report:

The rule was posted for economic comments for a period of 14 days and none were received. This rule relates to licensure and does not effect small business.

Fiscal Estimate and Economic Impact Analysis:

The Fiscal Estimate and Economic Impact Analysis is attached.

Effect on small business:

These proposed rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department's Regulatory Review Coordinator may be contacted by email at Tom.Engels@wisconsin.gov, or by calling (608) 266-8608.

Agency contact person:

Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8366, Madison, Wisconsin 53708; telephone (608) 261-2377; email at Sharon.Henes@wisconsin.gov.

TEXT OF RULE

SECTION 1. Chapter N 9 is created to read:

Chapter N 9
NURSE LICENSURE COMPACT

N 9.01. Definitions of terms. (1) For the purpose of the compact under s. 441.50, Stats.:

(a) "Board" means a party state's regulatory body responsible for issuing nurse licenses.

(b) "Information system" means the coordinated licensure information system.

(c) "Primary state of residence" means the state of a person's declared fixed permanent and principal home for legal purposes; domicile.

(d) "Public" means any individual or entity other than designated staff or representatives of party state boards or the National Council of State Boards of Nursing, Inc.

(2) Other terms used in this chapter are to be defined as in s. 441.50(2), Stats.

N 9.02. Issuance of a license by a compact party state. For the purposes of this compact under s. 441.50, Stats.:

(1) As of July 1, 2005, no applicant for initial licensure will be issued a compact license granting a multi-state privilege to practice unless the applicant first obtains a passing score on the applicable NCLEX examination or any predecessor examination used for licensure.

(2) A nurse applying for a license in a home party state shall produce evidence of the nurse's primary state of residence. Such evidence shall include a declaration signed by the licensee. Further evidence that may be requested may include, but is not limited to:

(a) Driver's license with a home address.
(b) Voter registration card displaying a home address.
(c) Federal income tax return declaring the primary state of residence.
(d) Military form no. 2058 – state of legal residence certificate.
(e) W2 from U.S. government or any bureau, division or agency thereof indicating the declared state of residence.

(3) A nurse on a visa from another country applying for licensure in a party state may declare either the country of origin or the party state as the primary state of residence. If the foreign country is declared the primary state of residence, a single state license will be issued by the party state.

(4) A license issued by a party state is valid for practice in all other party states unless clearly designated as valid only in the state which issued the license.

(5) When a party state issues a license authorizing practice only in that state and not authorizing practice in other party states (i.e. a single state license), the license shall be clearly marked with words indicating that it is valid only in the state of issuance.

(6) A nurse changing primary state of residence, from one party state to another party state, may continue to practice under the former home state license and multi-state licensure privilege during the processing of the nurse's licensure application in the new home state for a period not to exceed 90 days.

(7) The licensure application in the new home state of a nurse under pending investigation by the former home state shall be held in abeyance and the 90 day period in sub. (6) shall be stayed until resolution o the pending investigation.

(8) The former home state license shall no longer be valid upon the issuance of a new home state license.

(9) If a decision is made by the new home state denying licensure, the new home state shall notify the former home state within 10 business days and the former home state may take action in accordance with that state's laws and rules.

N 9.03 Limitations on multi-state licensure privileges – Discipline. (1) Home state boards shall include, in all disciplinary orders or agreements which limit practice or require monitoring, the requirement that the licensee is subject to in the order or agreement, the requirement that the licensee will limit the licensee's practice to the home state during the pendency of the order or agreement. This requirement may, in the alternative, allow the nurse to practice in other party states with prior written authorization from both the home state and such other party state boards.

(2) An individual who had a license which was surrendered, revoked, or suspended, or who had an application denied for cause in a prior state of primary residence, may be issued a single state license in a new primary state of residence until such time as the individual would be eligible for an unrestricted license by the prior state(s) of adverse action. Once eligible for licensure in the prior state(s), a multistate license may be issued.

N 9.04 Information System. (1) Levels of access as follows:

(a) The public shall have access to nurse licensure information limited to:
1. The nurse's name.
2. Jurisdiction(s) of licensure.
3. License expiration date.
4. Licensure classification and status.
5. Public emergency and final disciplinary actions, as defined by contributing state authority.
6. The status of multi-state licensure privileges.

(b) Non-party state boards shall have access to all information system data except current significant investigative information and other information as limited by the contributing party state authority.

(c) Party state boards shall have access to all information system data contributed by the party states and other information as limited by the contributing non-party state authority.

(2) The licensee may request in writing to the home state board to review the data relating to the licensee in the information system. In the event a licensee asserts that any data relating to him or her is inaccurate, the burden of proof shall be upon the licensee to provide evidence that substantiates such claim. The board shall verify and within 10 business days correct inaccurate data to the information system.

(3) The board shall report to the information system within 10 business days the following:

(a) Disciplinary action, agreement or order requiring participation in alternative programs or which limit practice or require monitoring, except agreements and order relating to participation in alternative programs required to remain nonpublic by contributing state authority.
(b) Dismissal of complaint.
(c) Changes in status of disciplinary action, or licensure encumbrance.

(4) Current significant investigative information shall be deleted from the information system within 10 business days upon report of disciplinary action, agreement or order requiring participation in alternative programs or agreements which limit practice or require monitoring or dismissal of a complaint.

(5) Changes to licensure information in the information system shall be completed with 10 business days upon notification by a board.

SECTION 2. EFFECTIVE DATE. The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin administrative register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)

Dated _____ Agency _____

Member of the Board
Board or Department

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R03/2012)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis
☒ Original ☐ Updated ☐ Corrected

2. Administrative Rule Chapter, Title and Number
N 9

3. Subject
Nurse Licensure Compact

4. Fund Sources Affected
☐ GPR ☐ FED ☒ PRO ☐ PRS ☐ SEG ☐ SEG-S

5. Chapter 20, Stats. Appropriations Affected
20.165(1)(g)

6. Fiscal Effect of Implementing the Rule
☒ No Fiscal Effect ☐ Increase Existing Revenues ☐ Increase Costs
☐ Indeterminate ☐ Decrease Existing Revenues ☐ Could Absorb Within Agency's Budget
☐ Decrease Cost

7. The Rule Will Impact the Following (Check All That Apply)
☐ State's Economy ☐ Specific Businesses/Sectors
☐ Local Government Units ☐ Public Utility Rate Payers
☐ Small Businesses **(if checked, complete Attachment A)**

8. Would Implementation and Compliance Costs Be Greater Than $20 million?
☐ Yes ☒ No

9. Policy Problem Addressed by the Rule
Wisconsin is a party of the Nurse Licensure Compact. The Nurse Licensure Compact requires the adoption of the uniform rules for facilitation and coordination of implementation of the compact.

10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.
This rule was posted for economic impact comments for 14 days and none were received.

11. Identify the local governmental units that participated in the development of this EIA.
None

12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)
This rule will not have an economic or fiscal impact on specific businesses, business sectors, public utility rate payers, local governmental units or the state's economy as a whole.

13. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule
The benefit of implement the rules is our continued participation in the Nurse Licensure Compact. The Nurse Licensure Compact allows nurses to practice across state lines. If Wisconsin were removed from the Nurse Licensure Compact, for failure to implement the uniform rules, there would be an economic impact on the state and nurses license in Wisconsin would be ineligible to practice out of state under their Wisconsin license.

14. Long Range Implications of Implementing the Rule
The long range implication of implementing the rule is continual participation in the Nurse Licensure Compact.

15. Compare With Approaches Being Used by Federal Government
None

16. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)
Iowa is a member of the Nurse Licensure Compact and have adopted the uniform rules. Illinois, Michigan and Minnesota are not current party states to the Nurse Licensure Compact.

17. Contact Name	18. Contact Phone Number
Sharon Henes, Administrative Rules Coordinator	(608) 261-2377

This document can be made available in alternate formats to individuals with disabilities upon request.

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULEMAKING PROCEEDINGS BEFORE THE BOARD OF NURSING	:	ORDER OF THE BOARD OF NURSING ADOPTING RULES CLEARINGHOUSE RULE 14-002

ORDER

An order of the Board of Nursing to repeal and recreate chapters N 2 and 3 relating to nurse licensure and examining councils.

Analysis prepared by the Department of Safety and Professional Services.

ANALYSIS

Statutes interpreted: §§ 441.05, 441.06, 441.08 and 441.10, Stats.

Statutory authority: §§ 15.08(5)(b) and 441.01(3), Wis. Stats.

Explanation of agency authority:

The board shall promulgate rules for its own guidance and for the guidance of the profession and define and enforce professional conduct and unethical practices not inconsistent with the law relating to the profession.

Specifically, the board may also establish rules to prevent unauthorized persons from practicing professional nursing. It shall approve all rules for the administration of ch. 441, Wis. Stats.

Related statute or rule: §§ 441.05, 441.06, 441.08 and 441.10, Stats.

Plain language analysis:

This proposed rule updates the licensure process.

Section 1 repeals and recreates ch. N 2. The first subsection is licensure by examination. The qualifications for professional nurse licensure are graduating from a high school or equivalent, does not have an arrest or conviction record related to the practice of nursing, graduated from a school of nursing and passes the NCLEX exam. The qualifications for practical nurse licensure are 2 years of high school, does not have an arrest or conviction record related to the practice of nursing, graduated from a school of nursing and passes the NCLEX exam. The application procedure is submitting an application, paying the fee, submitting proof of graduation, passing the NCLEX, and submitting all relevant information relating to criminal charges, convictions of crimes or any acts which would constitute unprofessional conduct. If the nurse is a graduate

from a U.S. territory or outside the United States, the education credentials need to be evaluated by the Commission on Graduates of Foreign Nursing Schools.

The second subsection is licensure by endorsement. An applicant holding a current license from a compact state shall submit a completed application, pay the fee, declare Wisconsin as the primary state, and submit all relevant information relating to criminal charges, convictions of crimes, any acts which would constitute unprofessional conduct or discipline taken by another state. An applicant holding a current license from another U.S. state, territory or Canada shall submit evidence of initial licensure including graduation from an approved nursing school and passage of the NCLEX or evidence of educational qualifications and licensure examination. In addition, a applicant shall submit a completed application, pay the fee, verification from the state of initial licensure and current licensure, documentation of employment history, and submitting all relevant information relating to criminal charges, convictions of crimes, any acts which would constitute unprofessional conduct or discipline taken by another state. An applicant who does not have current nursing education or been employed in a position that requires a nursing license may apply for a limited license to complete a nurse refresher course.

The third subsection is temporary permits. A nurse who has graduated from an approved or comparable school may apply for a temporary permit upon submission of a completed application, payment of fee and verification of graduation from a nursing school. A graduate nurse may use the title of G.N. for graduate nurse or G.P.N. for graduate practical nurse. The holder of a temporary permit may only work under direct supervision unless the person holds a nursing license in another state. The temporary permit is valid for a period of three months or the receipt of results indicating failing the NCLEX. A temporary permit may be renewed once and may be renewed subsequently on the basis of hardship. A temporary permit may be denied or revoked for providing false information on the application, misrepresentation of title without a valid permit or for unprofessional conduct.

Section 2 repeals and recreates chapter N 3. The examining councils serve the Board in an advisory capacity. The section states the appointment process and composition of the two nursing examining councils.

Summary of, and comparison with, existing or proposed federal regulation: None

Comparison with rules in adjacent states:

Illinois: In Illinois an applicant is eligible for nurse licensure by examination if the applicant completes an application, pays the fee, submits to a criminal background check and graduates from an approved school. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools. A nurse is eligible for licensure if the applicant completes and application, pays the fee, submits to a criminal background check, graduates from an approved school, submits verification of licensure status from the jurisdiction of original licensure, the current state of licensure and all states the applicant has directly practiced in within the last 5 years. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools.

Iowa: In Iowa an applicant is eligible for nurse licensure by examination if the applicant graduated from high school or the equivalent, completes an application, pays the fee, graduated from an approved program and passes NCLEX. If the person has a criminal conviction history or prior disciplinary action, the applicant must receive board approval. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools. A nurse from a compact state shall submit a completed application, pay the fee, declare Iowa as the primary state. A nurse is eligible for licensure by endorsement from a non-compact state if the applicant completes an application, pays a fee, has verification of original licensure and nursing program transcripts and submits a criminal background check. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools. If the person has a criminal conviction history or prior disciplinary action, the applicant must receive board approval.

Michigan: In Michigan an applicant is eligible for nurse licensure by examination if the applicant completed an application, pays the fees, completed approved nursing education program and passes NCLEX. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools. A nurse is eligible for licensure by endorsement if the applicant completes an application, pays the fee, graduated from an approved school of nursing and was first licensed in another state pursuant to passage of NCLEX.

Minnesota: In Minnesota a nurse is eligible for licensure by examination if the applicant completes an application, pays the fee, graduated from an approved school and passes NCLEX. If educated outside of the United States, the education is to be evaluated by the Commission on Graduates of Foreign Nursing Schools. A nurse is eligible for licensure by endorsement if the applicant completes an application, pays the fee, shows verification of licensure in another jurisdiction, has passed an examination acceptable to the board and answers questions related to any prior disciplinary actions. If the applicant has not engaged in acceptable nursing practice within the 2 years of application, the applicant must complete one contact hour of continuing education for each month that the applicant was not engaged in acceptable practice for a maximum of 60 hours and if the person has not practiced for more than 5 years, the applicant must compete a nurse refresher course. Minnesota does issue privilege to practice nursing in Minnesota licenses to border state applicants upon meeting certain requirements.

Summary of factual data and analytical methodologies:

The Board reviewed the National Council of State Board of Nursing's model rules and the licensing requirements in our neighboring states.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact analysis:

The rule was posted for economic comments for a period of 14 days and none were received. This rule is related to an individual's eligibility for licensure and does not effect small business.

Fiscal Estimate and Economic Impact Analysis:

The Fiscal Estimate and Economic Impact Analysis is attached.

Effect on small business:

These proposed rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department's Regulatory Review Coordinator may be contacted by email at Tom.Engels@wisconsin.gov, or by calling (608) 266-8608.

Agency contact person:

Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8366, Madison, Wisconsin 53708; telephone (608) 261-2377; email at Sharon.Henes@wisconsin.gov.

TEXT OF RULE

SECTION 1. Chapter N 2 is repealed and recreated to read:

CHAPTER N 2
LICENSURE

SUBCHAPTER I
AUTHORITY; DEFINITIONS

N 2.01 **Authority**. This chapter is adopted pursuant to authority of ss. 15.08, 227.11, and 441.01(3), Stats.

N 2.02 **Definitions**. As used in this chapter:
(1) "Board" means board of nursing.
(2) "Board-approved school" means any of the following:
(a) A school in Wisconsin which has been approved by the board or the board has granted authorization to admit students under ch. N 1.
(b) A school which participates in the electronic application process.
(3) "Certificate of approval" means the verification from a school of nursing that the applicant has been approved to take the NCLEX prior to receiving a diploma in practical nursing or professional nursing.
(4) "Certificate of completion" means the verification from a school of nursing that the applicant has completed the portion of the program equivalent to a diploma in practical nursing or professional nursing.
(5) "Comparable school" means any of the following:
(a) A school holding nursing accreditation by a board-recognized nursing accreditation organization.

(b) A school located in the United States approved by the board of nursing for that jurisdiction.
(c) A school located in a U.S. territory or a province of Canada which is approved by the board of nursing for that jurisdiction and meets the standards of the Wisconsin board of nursing.

(6) "Department" means the department of safety and professional services.
(7) "Direct supervision" means immediate availability to coordinate, direct and inspect the practice of another.
(8) "LPN" means licensed practical nurse.
(9) "NCLEX" means national council licensure examination
(10) "RN" means registered nurse.

SUBCHAPTER II
LICENSURE BY EXAMINATION

N 2.10 **Qualifications for licensure**. (1) REGISTERED NURSE APPLICANTS. An applicant is eligible for licensure as a registered nurse if the applicant complies with all of the following requirements:
(a) Graduates from a high school or its equivalent.
(b) Does not have an arrest or conviction record, subject to ss. 111.321, 111.322 and 111.335, Stats.
(c) Graduates from any of the following:
1. A board-approved school of professional nursing.
2. A comparable school of professional nursing.

(d) In lieu of meeting the requirement in par. (c), evidence of general and professional educational qualifications comparable to those required in this state at the time of graduation.
(e) Passes the NCLEX.

(2) LICENSED PRACTICAL NURSE APPLICANTS. An applicant is eligible for licensure if the applicant:
(a) Completed two years of high school or its equivalent.
(b) Is 18 years or older.
(c) Does not have an arrest or conviction record, subject to ss. 111.321, 111.322 and 111.335.
(d) Graduates from any of the following:
1. A board-approved school of practical nursing.
2. A comparable school of practical nursing.

(e) In lieu of meeting the requirement in par. (d), evidence of general and professional educational qualifications comparable to those required in this state at the time of graduation.
(f) Passes the NCLEX.

N 2.11 **Application procedure for applicants from board-approved schools**. (1) Each applicant from a board-approved school shall complete and submit an application by the electronic application process or on forms provided by the department and shall pay the fee.
(2) The educational administrator or designee for a school of professional nursing or practical nursing shall submit any of the following:

(a) Via the electronic application process a verification that the applicant has graduated or received a certificate of completion.

(b) A certification of graduation or completion to the department.

(3) NCLEX. The examination accepted by the board is the NCLEX.

(a) The board shall notify the applicant of eligibility for admission to the NCLEX once it receives verification of any of the following:

1. Certificate of approval.
2. Graduation.
3. Certificate of completion.

(b) The applicant shall contact the examination provider to schedule the NCLEX date and time within one year from the time the notice of eligibility is received by the applicant.

(c) The board shall send notification of results to applicants who fail to earn a passing score on the NCLEX. An applicant may apply to the board for authorization to schedule reexamination. The reexamination may not occur earlier than 45 days after the most recent sitting for the NCLEX.

(4) An applicant who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the practice of nursing.

(5) An applicant who has committed any act, which would be subject to discipline under ch. N 7, shall provide the board with all related information regarding the act necessary for the board to make a determination on the application for licensure.

N 2.12 **Application procedure for applicants from comparable schools.** (1) Each applicant from a comparable school shall complete and submit an application on forms provided by the department.

(2) The school of professional nursing or practical nursing shall forward directly to the department, official transcripts of nursing education for applicants who graduated from the school. If the applicant graduated from a school of professional nursing or practical nursing from a U.S. territory or outside the United States, the applicant shall submit any of the following:

(a) For a professional nursing applicant, a valid certificate issued by the commission on graduates of foreign nursing schools or another board-approved entity which evaluates education.

(b) For a practical nursing applicant, a credential evaluation service academic report and demonstration of passing a board accepted language proficiency exam.

(3) NCLEX. The examination accepted by the board is the NCLEX.

(a) The board shall notify the applicant of eligibility for admission to the NCLEX once it receives verification of any of the following:

1. Certificate of approval.
2. Graduation.

(b) The applicant shall contact the examination provider to schedule the NCLEX date and time within one year from the time the notice of eligibility is received by the applicant.

(c) The board shall send notification of results to applicants who fail to earn a passing score on the NCLEX. An applicant may apply to the board for authorization to schedule

reexamination. The reexamination may not occur earlier than 45 days after the most recent sitting for the NCLEX.

(4) An applicant who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the practice of nursing.

(5) An applicant who has committed any act, which would be subject to discipline under ch. N 7, shall provide the board with all related information regarding the act necessary for the board to make a determination on the application for licensure.

SUBCHAPTER III
LICENSURE BY ENDORSEMENT

N 2.20 **Endorsement of an applicant from a nurse licensure compact state.** (1) A current license from a state which has adopted the nurse licensure compact under s. 441.50, Stats. is considered to have met educational and other qualifications comparable to those required in this state.

(2) An applicant from a nurse licensure compact state shall file a completed application, declare Wisconsin as the primary state of residence, and pay the applicable fee.

(3) An applicant who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board with all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relates to the practice of nursing.

(4) An applicant who has committed any act, which would be subject to discipline under ch. N 7, shall provide the board with all related information regarding the act necessary for the board to make a determination on the application for licensure.

(5) An applicant who has a nursing license encumbered by adverse action shall provide the board with all related information necessary to determine whether the board deems the action taken to warrant a denial in Wisconsin. Any license issued to an applicant with an encumbered nursing license elsewhere shall be a single state license to practice in the state of Wisconsin.

N 2.21 **Endorsement of an applicant from another U.S. state, territory or Canada.** (1) (a) A license from a U.S. state that has not adopted the nurse licensure compact under s. 441.50, Stats., a U.S. territory or Canada is considered to have met educational and other qualifications comparable to those required in this state provided the requirements of the initial license included all of the following:

1. Graduation from a school approved by the board in the jurisdiction of initial licensure or had education the board in the jurisdiction of initial licensure deemed to be comparable to a school that board approves.
2. Passage of the NCLEX.

(b) An applicant, whose initial license from another U.S. state, territory or Canada does not meet the requirements in par. (a), shall submit all of the following to the board to assist the board in determining whether the qualifications are comparable:

1. Evidence of educational qualifications.
2. Evidence of passing the NCLEX or other nursing licensure examination.

(2) An applicant shall submit a completed application and pay the applicable fee. The application shall include the following:

(a) Verification of licensure from the state, territory or province in which the original license by examination was issued and the state, territory or province in which the current, active license was issued.

(b) Documentation of employment history.

(c) An applicant who has a pending criminal charge or has been convicted of any crime or ordinance violation shall provide the board with all related information necessary for the board to determine whether the circumstances of the arrest or conviction or other offense substantially relate to the practice of nursing.

(d) An applicant who has a license encumbered by adverse action shall provide the board will all related information necessary to determine whether the board deems the action taken to warrant a denial in Wisconsin.

(e) An applicant who has been terminated from any employment related to nursing shall provide the board with all related information necessary to determine current competency.

(f) An applicant who has committed any act, which would be subject to discipline under ch. N 7, shall provide the board with all related information regarding the act necessary for the board to make a determination on the application for licensure.

(3) An applicant who does not have current nursing education or been employed in a position that requires a nursing license within the last 5 years may apply to the board for a limited license to enable the applicant to complete a nursing refresher course approved by the board. Upon successful completion of an approved nursing refresher course, the license holder may petition the board for full licensure.

SUBCHAPTER IV
TEMPORARY PERMITS

N 2.30 **Definitions**. In this subchapter:
(1) "G.N." means graduate nurse.
(2) "G.P.N." means graduate practical nurse.

N 2.31 **Application**. A nurse who has graduated from a board-approved school or comparable school or granted a certificate of completion by a board-approved school may be granted a temporary permit. An applicant shall submit a completed application and pay the applicable fee. The application shall include any of the following:
(1) Verification from a board-approved school via the electronic application process that the applicant has graduated or received a certificate of completion.
(2) A certification of graduation or completion from a board-approved school.
(3) An official transcript of nursing education submitted by the school of professional nursing or practical nursing directly to the department.

N 2.32 **Title**. (1) A registered nurse applicant for licensure by exam who is granted a temporary permit may use the title "graduate nurse" or the letters "G.N."
(2) A practical nurse applicant for licensure by exam who is granted a temporary permit may use the title "graduate practical nurse" or the letters "G.P.N."

(3) A registered nurse or practical nurse for licensure by endorsement who is granted a temporary permit may use the title "registered nurse" or "licensed practical nurse."

N 2.33 **Supervision.** (1) Except as provided in sub. (2), the holder of a temporary permit shall practice only under the direct supervision of a registered nurse.
(2) A holder of a temporary permit who is currently licensed as a registered nurse or practical nurse in another jurisdiction may practice without the direct supervision of a registered nurse.

N 2.34 **Duration.** The temporary permit is valid for a period of 3 months or until the holder receives notification of failing the NCLEX, whichever occurs first. Practice under temporary permits, including renewals under s. N 2.35, may not exceed 6 months total duration.

N 2.35 **Renewal.** (1) A temporary permit for a registered nurse or practical nurse may be renewed once by completing an application, completing a nursing workforce survey and payment of applicable fees.
(2) Subsequent renewals may be granted in hardship cases including illness, family illness or death, accident, natural disaster or delay of verification from another state. The board shall consider each application for renewal under this subsection individually on its merits, and the board may grant a renewal as deemed appropriate.

N 2.36 **Denial or Revocation.** A temporary permit may be denied or revoked for the following:
(1) Providing fraudulent information on an application for licensure.
(2) Misrepresentation of being an R.N., G.N., L.P.N. or G.P.N. without holding a valid temporary permit.
(3) Violation of any of the rules of conduct set forth in ch. N 7.

SECTION 2. Chapter N 3 is repealed and recreated to read:

Chapter N 3
EXAMINING COUNCILS

N 3.01 **Duties**. The examining councils on registered nurses and licensed practical nurses serve the board of nursing in an advisory capacity.

N 3.02 **Appointment.** (1) The board shall send to nursing related organizations, schools and others a call for nominations for open council appointments prior to the expiration of a term.
(2) Nominations for council appointments shall be filed with the department. Consent of the person nominated shall be included. Self-nominations are allowed.
(3) The board shall appoint nominees from submitted nominations.

N 3.03 **Registered nurses council.** (1) COMPOSITION. The registered nurses council shall consist of 4 registered nurses. (2) QUALIFICATIONS. Qualifications for appointment to the registered nurse council are a current Wisconsin license to practice professional nursing and experience in nursing practice or nursing education within 3 years immediately preceding the appointment.

N 3.04 **Practical nurses council.** (1) COMPOSITION. The practical nurses council shall consist of one registered nurse, 3 licensed practical nurses and one registered nurse who is a faculty member of an approved school for practical nurses. No member may be a member of the examining council on registered nurses.

(2) QUALIFICATIONS. The qualifications for appointment to the practical nurses council are as follows:

(a) The 2 registered nurse members of the council shall have a current Wisconsin license to practice professional nursing. One registered nurse member shall have experience as a supervisor of practical nurses within 3 years immediately preceding the appointment. One registered nurse member shall be a faculty member of an approved school for practical nurses.

(b) The practical nurse members of the council shall have a current Wisconsin license to practice as a licensed practical nurse and experience in practical nursing within 3 years immediately preceding the appointment.

N 3.05 **Termination of council members**. The board may terminate the appointment of a council member prior to the expiration of the term if it finds the member is not satisfactorily carrying out any of the duties or if the member is found to have violated rules of the board.

Section 3. EFFECTIVE DATE. The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin administrative register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)

Dated _____ Agency _____

Member of the Board
Board or Department

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R03/2012)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis
☒ Original ☐ Updated ☐ Corrected

2. Administrative Rule Chapter, Title and Number
N 2, 3

3. Subject
Nurse Licensure

4. Fund Sources Affected
☐ GPR ☐ FED ☒ PRO ☐ PRS ☐ SEG ☐ SEG-S

5. Chapter 20, Stats. Appropriations Affected
20.165(1)(g)

6. Fiscal Effect of Implementing the Rule
☐ No Fiscal Effect ☐ Increase Existing Revenues ☒ Increase Costs
☐ Indeterminate ☐ Decrease Existing Revenues ☒ Could Absorb Within Agency's Budget
☐ Decrease Cost

7. The Rule Will Impact the Following (Check All That Apply)
☐ State's Economy ☐ Specific Businesses/Sectors
☐ Local Government Units ☐ Public Utility Rate Payers
☐ Small Businesses **(if checked, complete Attachment A)**

8. Would Implementation and Compliance Costs Be Greater Than $20 million?
☐ Yes ☒ No

9. Policy Problem Addressed by the Rule
This rule updates and creates clarity regarding the process of obtaining a nurse license. There has not been a review of these chapters since 1984.

10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.
This rule was posted for economic comments for a period of 14 days and no comments were received.

11. Identify the local governmental units that participated in the development of this EIA.
None.

12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)
None.

13. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule
The benefit is to create clarity and bring the process in line with current technologies.

14. Long Range Implications of Implementing the Rule
The long range implication is an updated licensure procedure.

15. Compare With Approaches Being Used by Federal Government
None

16. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)
Our neighboring states require graduation from an approved school and passage of the NCLEX. Both Illinois and Iowa require fingerprint criminal background checks. All of the neighboring states require a person educated outside of the U.S. to have their education evaluated by the Commission on Graduates of Foreign Nursing Schools. The endorsement requirements of our neighboring states include verification of licensure in the other jurisdiction(s) and consideration of past disciplinary actions. Illinois and Iowa require fingerprint criminal background checks. Minnesota requires nursing practice within 2 years of the application.

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

17. Contact Name	18. Contact Phone Number
Sharon Henes	(608) 261-2377

This document can be made available in alternate formats to individuals with disabilities upon request.

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R03/2012)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

ATTACHMENT A

1. Summary of Rule's Economic and Fiscal Impact on Small Businesses (Separately for each Small Business Sector, Include Implementation and Compliance Costs Expected to be Incurred)

2. Summary of the data sources used to measure the Rule's impact on Small Businesses

3. Did the agency consider the following methods to reduce the impact of the Rule on Small Businesses?

☐ Less Stringent Compliance or Reporting Requirements
☐ Less Stringent Schedules or Deadlines for Compliance or Reporting
☐ Consolidation or Simplification of Reporting Requirements
☐ Establishment of performance standards in lieu of Design or Operational Standards
☐ Exemption of Small Businesses from some or all requirements
☐ Other, describe:

4. Describe the methods incorporated into the Rule that will reduce its impact on Small Businesses

5. Describe the Rule's Enforcement Provisions

6. Did the Agency prepare a Cost Benefit Analysis (if Yes, attach to form)

☐ Yes ☐ No

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULEMAKING PROCEEDINGS BEFORE THE BOARD OF NURSING	:	ORDER OF THE BOARD OF NURSING ADOPTING RULES CLEARINGHOUSE RULE 13-097

ORDER

An order of the Board of Nursing to repeal N 7.04, amend N 7.01(2), repeal and recreate N 7.03 and create N 7.02(1m) relating to code of conduct.

Analysis prepared by the Department of Safety and Professional Services.

ANALYSIS

Statutes interpreted: § 441.07

Statutory authority: §§ 15.08(5)(b) and 227.11(2)(a)

Explanation of agency authority:

The Board of Nursing has general agency authority to promulgate rules interpreting the provisions of any statue enforced or administered by the Board of Nursing.

The Board also has specific agency conferred by the legislature to promulgate rules for its own guidance and for the guidance of the profession and define and enforce professional conduct and unethical practices.

Related statute or rule: § 441.07

Plain language analysis:

Section 1 amends the statement of intent to include certificate.

Section 2 provides a definition for certificate.

Section 3 creates a new section defining the grounds for disciplinary action

Section 4 repeals N 7.04 which defined unprofessional conduct. This proposed rule combines the negligence and unfit to practice section with the unprofessional conduct section to make one section identifying the grounds for disciplinary action.

Summary of, and comparison with, existing or proposed federal regulation: None

Comparison with rules in adjacent states:

Illinois: The grounds for disciplinary actions in Illinois include: findings of unethical or unprofessional conduct which includes engaging in behavior that crosses professional boundaries; sexual conduct; deceiving, defrauding or harming the public; and departure from or failure to conform to the standards of professional or practical nursing. In addition, Illinois incorporates be reference the "Code for Nurses with Interpretive Statements" and "Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs."

Iowa: The grounds for disciplinary actions in Iowa include: behavior which constitutes knowingly making misleading, deceptive, untrue or fraudulent representations in the practice of a profession; behaviors which constitutes unethical conduct; behavior which constitutes fraud; behavior which constitutes knowingly making misleading, deceptive, untrue or fraudulent representations; and professional incompetency.

Michigan: The grounds for disciplinary actions in Michigan include: personal disqualifications; practicing outside the scope; unprofessional conduct; fraud or deceit; obtaining, possessing or attempting to obtain a controlled substance; and unethical business practices.

Minnesota: The grounds for disciplinary actions in Minnesota include: non-compliance with requirements; practicing outside the scope; criminal convictions; violating confidentiality; engaging in conduct with a patient that is sexual or may reasonably be interpreted as sexual; obtaining money, property or services from a patient through the use of undue influence; engaging in fraud or deceit; failing to or inability to perform professional or practical nursing with reasonable skill and safety; engaging in unprofessional conduct; actual or potential inability to practice nursing with reasonable skill and safety; engaging in any unethical conduct; improper management of patient records; and improper supervision.

Summary of factual data and analytical methodologies:

The Board of Nursing reviewed the recently adopted model rules of the National Council of State Boards of Nursing and the surrounding states as well as utilizing knowledge of current minimum standards to determine what would be in the best interest of the state of Wisconsin when setting forth the practices which constitute grounds for discipline.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact report:

The rule was posted for economic comments for a period of 14 days and none were received. This rule is related to unprofessional conduct and does not effect small business.

Fiscal Estimate and Economic Impact Analysis:

The Fiscal Estimate and Economic Impact Analysis is attached.

Effect on small business:

These proposed rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department's Regulatory Review Coordinator may be contacted by email at Tom.Engels@wisconsin.gov, or by calling (608) 266-8608.

Agency contact person:

Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8366, Madison, Wisconsin 53708; telephone (608) 261-2377; email at Sharon.Henes@wisconsin.gov.

TEXT OF RULE

SECTION 1. N 7.01 (2) is amended to read:

N 7.01 (2) The intent of the board of nursing in adopting this chapter is to specify grounds for limiting, suspending, revoking or denying renewal of a license or certificate or for reprimanding a license or certificate.

SECTION 2. N 7.02(1m) is created to read:

N 7.02(1m) "Certificate" means a certificate of an advanced practice nurse prescriber.

SECTION 3. N 7.03 is repealed and recreated to read:

N 7.03 **Grounds for denying renewal or disciplinary action.** The grounds for denying renewal or taking disciplinary action on a license or certificate are as follows:

(1) Noncompliance with federal, jurisdictional or reporting requirements including:

(a) Engaging in conduct that violates the security of the licensure examination or the integrity of the examination results.

(b) Having a license to practice nursing or a nurse licensure compact privilege to practice denied, revoked, suspended, limited or having the credential holder otherwise disciplined in another state, territory or country. A certified copy of the record of the board is conclusive evidence of the final action.

(c) After a request of the board, failing to cooperate in a timely manner, with the board's investigation of a complaint filed against a license holder. There is a rebuttable presumption that a credential holder who takes longer than 30 days to respond to a request of the board has failed to cooperate in a timely manner.

(d) Practicing without an active license.

(e) Practicing beyond the scope of practice permitted by law.

(f) Failing to inform the board of the advanced practice nurse prescriber's change in certification status with a national certifying body as a nurse anesthetist, nurse-midwife, nurse practitioner or clinical nurse specialist.
(g) Violating any term, provision or condition of any order of the board.
(h) Failing to notify the board of a felony or misdemeanor in writing within 48 hours after the entry of the judgment of conviction , including the date, place and nature of the conviction or finding . Notice shall include a copy of the judgment of conviction and a copy of the complaint or other information which describes the nature of the crime in order that the board may determine whether the circumstances of the crime of which the credential holder was convicted are substantially related to the practice of nursing.
(i) Failing to report to the board or institutional supervisory personnel any violation of the rules of this chapter by a licensee. This provision does not require a nurse to report treatment information which would fall within the nurse-patient privilege set forth in s. 905.04(1)(b).

(2) Violating or aiding and abetting a violation of any law substantially related to the practice of nursing or being convicted of any crime substantially related to the practice of nursing. A certified copy of a judgment of conviction is prima facie evidence of a violation.

(3) Confidentiality, patient privacy, consent or disclosure violations, including:
(a) Failing to safeguard the patient's dignity, or the right to privacy.
(b) Knowingly, recklessly or negligently divulging a privileged communication or other confidential patient health care information except as required or permitted by state or federal law.
(c) Making statements or disclosures that create a risk of compromising a patient's privacy, confidentiality or dignity, including statements or disclosures via electronic or social media.

(4) Misconduct or abuse, including:
(a) Soliciting, borrowing, misappropriating, obtaining or attempting to obtain money or property from a patient or a patient's family.
(b) Obtaining or attempting to obtain any compensation by fraud, misrepresentation, deceit, duress or undue influence in the course of nursing practice.
(c) Abusing a patient by a single or repeated act of force, violence, harassment, deprivation, neglect, or mental pressure which reasonably could cause physical pain, injury, mental anguish or fear.
(d) Engaging in repeated or significant disruptive behavior or interaction with health care personnel, patients, family members or others that interferes with patient care or could reasonably be expected to adversely impact the quality of care rendered.
(e) Violating principles of professional boundaries, including:
1. Failing to establish, maintain or communicate professional boundaries with the patient.
2. Engaging in relationships with patients that could impair the nurse's professional judgment.
3. Exploiting in any manner the professional relationship with a patient for the nurse's emotional, financial, sexual or personal advantage or benefit.

4. Engaging in dual relationships if the nurse's ability to provide appropriate care would be compromised due to the nature of the additional relationship with the patient.
5. Engaging in any dual relationship in mental health nursing.
6. Engaging in self-disclosure to a patient which creates a risk or adversely impacts the patient's care and well-being.
7. Using any confidence of a patient to the patient's disadvantage or for the advantage of the nurse.
8. Accepting gifts which are more than minimal value or any cash from a patient or patient's family.

This paragraph does not include providing health care services to a person with whom the nurse has a preexisting, established personal relationship where there is no evidence of or potential for exploiting the patient and contact that is necessary for a health care purpose that meets the standards of the profession.

(f) Engaging in sexual misconduct, including:

1. Sexually explicit conduct, sexual contact, exposure, gratification, other sexual behavior with or in the presence of a patient.
2. Conduct that may reasonably be interpreted by a patient as sexual or any verbal behavior that is sexually harassing to a patient.
3. Posing, photographing or recording the body or any body part of a current or former patient, other than for health care purposes.
4. Transmitting information about a patient via electronic media that can be reasonably interpreted as sexual or sexually demeaning by the current or former patient.
5. Engaging or attempting to engage in sexual or seductive conduct with a former patient if doing so creates a risk that the relationship could cause harm to or exploitation of the former patient.

For the purpose of this paragraph, due to the unique vulnerability of mental health patients, including patients with substance use disorders, nurses are prohibited from engaging in or attempting to engage in sexual or seductive conduct with such former patients, a former patient's immediate family or person responsible for the patient's welfare, for a period of at least 2 years after the termination of nursing services.

(5) Fraud, deception or misrepresentation, including:

(a) Falsifying or inappropriately altering reports, patient documentation, agency records or other health documents.

(b) Intentionally making incorrect entries in a patient's medical record or other related documents.

(c) Engaging in abusive or fraudulent billing practices, including violations of federal Medicare and Medicaid laws or state laws.

(d) Submitting false claims.

(e) Fraud, deceit or material omission in obtaining a license or certification or in the renewal of the license or certification.

(f) Impersonating another licensee or allowing another person to use the licensee's credential for any purpose.

(g) Submitting false information in the course of an investigation.

(h) Misrepresentation of credentials.
(i) Misleading, false or deceptive advertising or marketing.

(6) Unsafe practice or substandard care, including:
(a) Failing to perform nursing with reasonable skill and safety.
(b) Lack of knowledge, skill or ability to discharge professional obligations within the scope of nursing practice.
(c) Departing from or failing to conform to the minimal standards of acceptable nursing practice that may create unnecessary risk or danger to a patient's life, health or safety. Actual injury to a patient need not be established.
(d) Failing to report to or leaving a nursing assignment without properly notifying appropriate supervisory personnel and ensuring the safety and welfare of the patient or client.
(e) Practicing nursing while under the influence of alcohol, illicit drugs or while impaired by the use of legitimately prescribed pharmacological agents or medications.
(f) Unable to practice safely by reason of alcohol or other substance use.
(g) Unable to practice safely by reason of psychological impairment or mental disorder.
(h) Unable to practice safely by reason of physical illness or impairment.
(i) Failure to consult or delay in consultation for clinical care beyond scope of practice
(j) Failure to treat.
(k) Inadequate or improper infection control practices.
(L) Failure to provide medically necessary items or services.
(m) Discriminating on the basis of age, marital status, gender, sexual preference, race, religion, diagnosis, socioeconomic status or disability while providing nursing services.
(n) Executing an order which the licensee knew or should have known would harm or present the likelihood of harm to a patient.
(o) Failing to execute a medical order unless the order is inappropriate and the licensee reports the inappropriate order to a nursing supervisor or other appropriate person.
(p) Failing to observe the conditions, signs and symptoms of a patient, record them, or report significant changes to the appropriate person.

(7) Improper supervision or allowing unlicensed practice, including:
(a) Delegating a nursing function or a prescribed health function when the delegation could reasonably be expected to result in unsafe or ineffective patient care.
(b) Knowingly aiding, assisting, advising or allowing a person to engage in the unlawful practice of nursing.
(c) Inappropriate or inadequate supervision or delegation.
(d) Failing to supervise assigned student experiences

(8) Improper prescribing, dispensing, administrating medication or drug related offenses, including:
(a) Prescribing of any drug other than in the course of legitimate practice or as otherwise prohibited by law.
(b) Dispensing of any drug other than in the course of legitimate practice or as otherwise prohibited by law.

(c) Administering any drug other than in the course of legitimate practice or as otherwise prohibited by law.
(d) Error in prescribing, dispensing or administering medication.
(e) Obtaining, possessing or attempting to obtain or possess a drug without lawful authority.

SECTION 4. N 7.04 is repealed.

SECTION 5. EFFECTIVE DATE The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin administrative register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)

Dated _____ Agency _____

Member of the Board
Board or Department

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R03/2012)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis
☒ Original ☐ Updated ☐ Corrected

2. Administrative Rule Chapter, Title and Number
N 7

3. Subject
Misconduct or unprofessional conduct

4. Fund Sources Affected
☐ GPR ☐ FED ☒ PRO ☐ PRS ☐ SEG ☐ SEG-S

5. Chapter 20, Stats. Appropriations Affected
20.165(1)(g)

6. Fiscal Effect of Implementing the Rule
☒ No Fiscal Effect ☐ Increase Existing Revenues ☐ Increase Costs
☐ Indeterminate ☐ Decrease Existing Revenues ☐ Could Absorb Within Agency's Budget
☐ Decrease Cost

7. The Rule Will Impact the Following (Check All That Apply)
☐ State's Economy ☐ Specific Businesses/Sectors
☐ Local Government Units ☐ Public Utility Rate Payers
☐ Small Businesses **(if checked, complete Attachment A)**

8. Would Implementation and Compliance Costs Be Greater Than $20 million?
☐ Yes ☒ No

9. Policy Problem Addressed by the Rule
The policy problem addressed by the rule is to update and modernize the misconduct or unprofessional conduct rule which has not been updated since 1995.

10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.
This rule was posted for 14 days for economic comments and none were received.

11. Identify the local governmental units that participated in the development of this EIA.
None

12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)
This rule will not have an economic or fiscal impact on specific businesses, business sectors, public utility rate payers, local governmental units or the state's economy as a whole. The rule addresses conduct of the licensee.

13. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule
The benefit of implementing the rule is including current minimum standards of the profession necessary for the protection of the public. In addition, as a member state of the Nurse Licensure Compact, the benefit is to have consistency among the compact states as to what practices are construed as misconduct or unprofessional conduct.
The alternate to updating and modernizing the misconduct or unprofessional conduct rule is to continue with a current rule that creates uncertainty to the licensee as to what is misconduct or unprofessional conduct when a situation arises involving technology, practices or laws that were not in place in 1995.

14. Long Range Implications of Implementing the Rule
The long range implication is notice provided to the licensees and public as to what constitutes unprofessional conduct.

15. Compare With Approaches Being Used by Federal Government
None

16. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)
The grounds for disciplinary actions in our neighboring states include: behavior which crosses professional boundaries; sexual conduct; fraud; departure from or failure to conform to the standards of nursing; practicing outside the scope; obtaining, possessing

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

or attempting to obtain a controlled substance outside the practice of nursing; unethical business practices; criminal convictions; violating confidentiality; obtaining money, property or services from a patient through the use of undue influence; failing to or inability to perform nursing with reasonable skill and safety; engaging in unethical practices; improper management of patient records; and improper supervision.

17. Contact Name	18. Contact Phone Number
Sharon Henes	(608) 261-2377

This document can be made available in alternate formats to individuals with disabilities upon request.

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULEMAKING	:	ORDER OF THE
PROCEEDINGS BEFORE THE	:	BOARD OF NURSING
BOARD OF NURSING	:	ADOPTING RULES
	:	CLEARINGHOUSE RULE 14-004

ORDER

An order of the Board of Nursing to repeal and recreate chapter N 1 relating to school approval.

Analysis prepared by the Department of Safety and Professional Services.

ANALYSIS

Statutes interpreted: §§ 441.01(3) and (4) and 441.12, Wis. Stats.

Statutory authority: §§ 15.08(5)(b) and 441.01(3), Wis. Stats.

Explanation of agency authority:

The board shall promulgate rules for its own guidance and for the guidance of the profession to which it pertains.

Specifically, the board may establish minimum standards for schools for professional nurses and schools for licensed practical nurses, including all related clinical units and facilities, and make and provide periodic surveys and consultations to such schools. It may also establish rules to prevent unauthorized persons from practicing professional nursing. It shall approve all rules for the administration of chapter 441, Wis. Stats.

Related statute or rule: §§ 441.01(3) and (4) and 441.12, Wis. Stats

Plain language analysis:

The proposed rule repeals and recreates the nursing school approval process chapter. The chapter has not been updated since 1989 and the school approval process has evolved since that time.

There are three stages to the approval process. The first stage is the authorization to plan a school of nursing. The institution will provide to the board the name and address of the controlling institution, accreditation status, statement of intent including the academic and licensure levels; evidence of the availability of clinical facilities, plan to recruit an educational administrator and faculty and the proposed timeline. The board will review the application and make a decision within two months of the completed application. The second stage is the authorization to admit students. The school of nursing will provide to the board verification of employment of an educational administrator, evidence of faculty, the school's philosophy and objectives, an overview of the curriculum, verification of student policies, the ability for the

students to acquire clinical skills and an updated timeline. The board will review the materials and make a decision with two months. The last stage is approval of the school of nursing. A school may apply for approval upon graduation of the first class, but no later than graduation of the third class (class is defined as a 12 month period). The board may conduct a site survey. The decision on the application will occur within two months of the completed site survey or the completed application whichever is later. The board may grant approval, conditional approval or deny approval. If the board grants conditional approval, the board will state the basis and the school of nursing may not admit any new students into the school until the board meets the standard and receives full approval. If the school of nursing is denied approval, the school will receive a notice of denial and will take steps to close the school. The school may request a hearing and the closure of the school may be postponed during the appeals process.

Out of state schools operating in the state of Wisconsin will be approved and continue to be approved as long as the school is approved by the board of the state where the school is located and the school has approved nursing accreditation.

A school of nursing must receive nursing accreditation within 3 years of school approval and all schools which already have approval as of July 1, 2014 must have accreditation by July 1, 2017. Failure to maintain nursing accreditation will result in loss of school approval.

School of nursing standards include:

- The institution shall have legal responsibility for overall conduct of the school of nursing.
- The educational administrator will have a license or privilege to practice nursing in Wisconsin, a graduate degree with a major in nursing, knowledge of learning principles for adult education or 2 years experience as an instructor in a nursing education program within the last 5 years and current knowledge of nursing practice.
- Faculty will have a license or privilege to practice nursing in Wisconsin. Professional nursing faculty members will have a graduate degree with a major in nursing; practical nursing faculty members will have a baccalaureate degree with a major in nursing.
- If a school of nursing is unable to have faculty whom meeting the standards, the school may apply to the board for a faculty exception.
- Curriculum will enable to student to develop the knowledge, skills and abilities necessary for competent nursing practice expected at the level of licensure. It will be revised as necessary to reflect advances in health care and its delivery.
- There will be clinical learning experiences in a variety of clinical or simulated settings.
- Preceptors will be approved by the faculty of the school of nursing and have clear roles and responsibilities. The preceptors will have an unencumbered license or privilege to practice in Wisconsin.
- The school of nursing will implement a plan for ongoing evaluation.

The national council licensure exam (NCLEX) pass rate standards for the school is one of the following

- A minimum of 80% of first time test takers within 6 months of graduation
- A minimum of 80% of all students taking the NCLEX and a plan to meet the first time test taker standard.

Failure to meet the standard will result in a warning letter and school of nursing to submit an institutional plan for improvement of the NCLEX pass rate. The school of nursing will submit progress reports until the standard is met.

A school of nursing will submit annual self-evaluation reports, all documents submitted to or received from nursing accreditation agencies and notify the board if there is a change in accreditation status. Failure to maintain nursing accreditation will result in loss of school approval. The board may review the school of nursing to determine whether the standards are being met in the following situations:

- Change in accreditation status
- Nursing accreditation reports indicate accreditation standards are not being met
- Complaints received regarding the school
- Failure to meet NCLEX pass rate standard for more than 2 consecutive years
- Violation of any rules under this chapter.

The review of the school may include a site survey, self-study report or a progress report. If standards are not being met, the school of nursing shall submit a plan and progress reports as requested. The board may withdraw board approval if the school continues to not meet standards.

Closure of a school of nursing involves providing a placement for students and indicating where the academic records and transcripts will be stored and how access to those records will be maintained.

Nurse refresher courses are designed for nurses who have been out of practice for more than five years. The course will contain theory, skills labs and clinical experience. The board will review nurse the curriculum for inclusion on a listing of approved courses. The student who participates in a non-approved course may submit curriculum for approval.

Summary of, and comparison with, existing or proposed federal regulation: None

Comparison with rules in adjacent states:

Illinois: Illinois program approval process includes: a letter of intent, a feasibility study, hiring of a nurse administrator, submission of a curriculum proposal, and a site survey. Continued approval is based upon annual evaluation reports, full routine site visits and maintaining a NCLEX pass rate of 75% of first time test takers. Major and minor curricular changes are reported to the board. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications (allows for variances to faculty standards) and student standards.

Iowa: Iowa program approval process includes: first step involves an application with information regarding the controlling institution and needs assessment; second step involves verification of employment of the head of program, submission of program's philosophy and objectives, curriculum plan, letter of intent from clinical facilities, evidence of provision of faculty, proposed budget and timeframe for implementation; next step is interim approval based upon program proposal and site visit; final approval is upon graduation of first class and NCLEX pass rate results. Provisional approval may be granted to program until standards are met. Change of controlling institution and changes in administrative personnel in the program. The program shall submit annual reports. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications, student standards and evaluation of the program.

NCLEX pass rate standard is a minimum of 95% of the national passing percentage based upon first time test takers within 6 months of graduation.

Michigan: Michigan program approval process includes: the first step requires submission of a letter of intent, evidence of funding and other support, copy of Michigan Department of Career Development approval (if necessary), evidence of availability of clinical experiences, proposed number of students, proposed first date of admission, plans for recruiting director of the program and faculty and a site visit; initial approval involves a self-student report and annual progress reports; full approval is after the graduation of the 2nd class, but no later than graduation of the 4th class (a class for each 12 month period) and requires submission of a self-study report and a site visit. Every 4 years the school shall submit a self-study report and accredited schools shall follow the schedule of the accrediting agency. Program changes shall be submitted to the board. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications (allows for variances to faculty standards), student standards, and evaluation of the program. NCLEX pass rate standard is 75% of first time test takers

Minnesota: Minnesota program approval process includes: Phase 1 requires letter of intent including institution information, timetable for development and implementation, documentation of availability of academic facilities, impact on nursing programs in the area; Phase II involves a site visit and documentation of compliance with educational standards in order to be granted initial approval; Phase III is full approval and continual approval based upon meeting the minimum first time NCLEX success rate and acquiring national nursing education accreditation. Minnesota requires surveys of all schools on a periodic basis to maintain approval. NCLEX pass rate standard is 75% of first time test takers. All schools must be accredited by 2016. Annual reports shall be submitted to the Board. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, clinical standards, nurse administrator and faculty qualifications, student standards, and evaluation of the program. The curriculum standard is the program must provide diverse learning activities that are consistent with program outcomes. Minnesota has an approval process for schools applying for innovative approaches which may require exemption from certain rules.

Summary of factual data and analytical methodologies:

The Board considered the National Council of State Boards of Nursing's model practice rules and the rules and processes of our neighboring states.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact analysis:

The rule was posted for 14 days for economic impact comments and none were received.

Fiscal Estimate and Economic Impact Analysis:

The Fiscal Estimate and Economic Impact Analysis is attached.

Effect on small business:

These proposed rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department's Regulatory Review Coordinator may be contacted by email at Tom.Engels@wisconsin.gov, or by calling (608) 266-8608.

Agency contact person:

Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8366, Madison, Wisconsin 53708; telephone (608) 261-2377; email at Sharon.Henes@wisconsin.gov.

TEXT OF RULE

SECTION 1. Chapter N 1 is repealed and recreated to read:

CHAPTER N 1
APPROVAL FOR SCHOOLS OF NURSING

N 1.01 Authority and intent. (1) The rules in this chapter are adopted pursuant to authority of ss. 15.08(5)(b) and 441.01(3), Stats.
(2) The intent of the board of nursing in adopting rules in this chapter is to clarify requirements and develop efficient timelines for the nursing school approval process and to reduce duplication that exists between the board and nursing accreditation processes for nursing schools.

N 1.02 Definitions. In this chapter:

(1) "Annual NCLEX pass rate" means the NCLEX pass rates for those who took the NCLEX between January 1and December 31.
(2) "Board" means board of nursing.
(3) "Certificate of completion" means a student has completed the portion of the program equivalent to a diploma in practical nursing or professional nursing.
(4) "Class" means a graduating class for each 12-month period.
(5) "Institution" means the college, university or governing body which has the authority to conduct a school of nursing.
(6) "Nursing accreditation" means the school of nursing conforms to the standards of a board recognized nursing accreditation agency.
(7) "NCLEX" means national council licensure examination.
(8) "Out-of-state school" means a school operating in Wisconsin with a physical location outside of Wisconsin.
(9) "Institutional accreditation" means that institution conforms to the standards of education prescribed by a regional or national accrediting commission recognized by the U.S. department of education.
(10) "School of nursing" means a school for professional nurses or practical nurses.
(11) "School of practical nursing" means a school preparing students for practical nurse licensure.

(12) "School of professional nursing" means a school preparing students for registered nurse licensure. This includes schools granting certificate of completion for practical nurse licensure or professional nurse licensure.

N 1.03 Authorization to plan a school of nursing. (1) An institution planning to establish and conduct a school of nursing for professional or practical nursing shall file with the board an application including all of the following:

(a) Name and address of the controlling institution and evidence of the accreditation status of the controlling institution.

(b) Statement of intent to establish a school of nursing, including the academic and licensure levels of all programs to be offered and the primary method of instruction.

(c) Evidence of the availability of sufficient clinical facilities and resources.

(d) Plans to recruit and employ a qualified educational administrator and qualified faculty.

(f) A proposed timeline for planning and implementing the program and intended date of entry for the first class.

(2) The board shall make a decision on the application within two months of the receipt of the completed application and notify the controlling institution of the action taken.

N 1.04 Authorization to admit students. (1) The school of nursing shall file with the board an application including all of the following:

(a) Verification of employment of an educational administrator.

(b) Evidence of provision of faculty meeting the qualifications in s. N 1.08(3).

(c) The school of nursing's philosophy and objectives.

(d) An overview of curriculum including:

1. Content.
2. Course sequence.
3. Course descriptions.
4. Program evaluation plan.
5. Course syllabi for the first year and plan for subsequent years.

(e) Verification of the establishment of student policies for admission, progression, retention and graduation.

(f) Verification of the students' ability to acquire clinical skills by providing all of the following:

1. Letter of intent or contracts from clinical facilities securing clinical opportunities and documentation of the facility, type, size, number of beds and type of patients.
2. Documentation of simulation equipment and experiences.

(g) An updated timeline for implementing the program and intended date for entry of the first class.

(2) The board shall make a decision on the application within 2 months of the receipt of the completed application.

(3) Withdrawal of authorization may occur for failure to meet the standards in s. N 1.08.

N 1.05 Approval of school of nursing. (1) A school of nursing may apply for approval of the school of nursing upon graduation on the first class or eligibility to sit for the NCLEX, but may not apply later than graduation of the third class. The school of nursing shall submit all of the following:

(a) A self-evaluation report setting forth evidence of compliance with the standards in s. N 1.08.

(b) The school of nursing's ongoing systematic evaluation plan, including an evaluation of the NCLEX success rate.

(2) The board may conduct a site survey of the school of nursing. A determination to conduct a site survey shall occur within 2 months of receipt of completed application for approval.

(3) The board shall make a decision on the application within two months of the completed site survey or receipt of the completed application, whichever is later. The board shall approve the school based on verification that the school of nursing is in compliance with nursing education standards in s. N 1.08.

(4) The board may grant conditional approval. The notice of conditional approval shall contain a short statement in plain language of the basis, specifying the standard upon which the conditional approval is based. A school of nursing that receives a conditional approval may not admit new students to the school of nursing until the school of nursing receives full approval. The school of nursing may apply for full approval in three months from the date the school of nursing receives conditional approval.

(5) If the board denies the school of nursing approval, the notice of denial shall contain a short statement in plain language of the basis for denial, specifying the standard upon which the denial is based. The controlling institution shall do all of the following:

(a) Implement the time frame established by the board for transfer of enrolled students to an approved school of nursing and report to the board the date of transfer for each student by name.

(b) Arrange for the secure storage and access to academic records and transcripts for the next 50 years. Provide the board with the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.

(c) Close the school of nursing occur when the last student has transferred.

(d) Submit progress reports during the closure process upon request of the board.

(6) A school of nursing denied approval or given a conditional approval may request a hearing within 30 calendar days after the mailing of a notice. The school of nursing may be granted a stay of the school closure during the appeal process.

N 1.06 Approval of out of state school of nursing. (1) APPROVAL. An out-of-state school of nursing shall be approved if all of the following requirements are met:

(a) The school is approved by the board of the state the school is located.

(b) The school is accredited by a nursing accreditation body recognized by the Wisconsin board.

(2) CONTINUED APPROVAL. An out-of-state school shall maintain approval as long as school of nursing meets the requirements in s. 1.06(1).

N 1.07 Accreditation. (1) A school of nursing shall receive nursing accreditation by a board recognized nursing accreditation agency within three years of school approval. Schools of nursing which have received board approval prior to July 1, 2014 shall receive nursing accreditation by a board recognized nursing accreditation agency by July 1, 2017.

(2) Schools of professional nursing that grant a certificate of completion shall hold accreditation at the level of the complete degree at which a diploma is conferred.

(3) Failure to maintain nursing accreditation shall result in withdrawal of school approval.

N 1.08 Standards (1) ORGANIZATION AND ADMINISTRATION. The institution shall assume legal responsibility for overall conduct of the school of nursing. The institution shall do all of the following:

(a) Designate an educational administrator, establish administrative policies and provide fiscal, human, physical, clinical and technical learning resources adequate to support school processes, security and outcomes.

(b) Maintain institutional accreditation.

(c) Develop and maintain written school of nursing administrative policies which are in accord with the institution.

(d) Have written contracts between the school of nursing and institutions which offer associated academic study, clinical facilities and agencies for related services for students.

(2) EDUCATIONAL ADMINISTRATOR. (a) The qualifications for the educational administrator are all of the following:

1. Current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
2. A graduate degree with a major in nursing.
3. Knowledge of learning principles for adult education, including nursing curriculum development, administration and evaluation and either educational preparation or 2 years experience as an instructor in a nursing education program within the last 5 years.
4. Current knowledge of nursing practice.

(b) The institution shall notify the board within 48 hours of the termination, resignation or retirement of an educational administrator and designate the interim educational administrator within 5 business days. The institution may request board approval of an interim educational administrator who does not meet the qualifications in par. (a). The interim educational administrator may serve no longer than 6 months. The institution may request an extension of time based upon hardship.

(3) FACULTY. The school of nursing shall have evidence of the faculty meeting the standards in N 1.08 on file in the school of nursing office and available upon request to the board.

(a) *Qualifications for professional nursing faculty*. The qualifications for the faculty of a school of professional nursing are all of the following:

1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
2. A graduate degree with a major in nursing. Interprofessional faculty teaching non-clinical nursing courses shall have advanced preparation appropriate for the content being taught.

(b) *Qualifications for practical nursing faculty*. The qualifications for the faculty of a school of practical nursing are all of the following:

1. Hold a current, active registered nurse license or privilege to practice in Wisconsin that is not encumbered.
2. A baccalaureate degree with a major in nursing.

(c) *Faculty Exceptions*. An educational administrator may apply to the board for exceptions to faculty requirements. A school of nursing that is granted a faculty exception for a faculty member shall provide the faculty member with a supervisor who meets the qualifications in par. (a) or (b). A minimum of 50 percent of faculty must meet the faculty qualifications. The board may grant one of the following exceptions:

1. 'Standard exception.' A standard exception may be renewed upon showing proof of progress and continued active enrollment each year. The standard exception is for a

person who has a baccalaureate degree in nursing and is actively enrolled in one of the following:

a. A master's program with a major in nursing.
b. A bachelor's in nursing to doctorate program in nursing.
c. A doctorate program in nursing.

2. 'Emergency exception.' A person with a baccalaureate degree in nursing may be employed for a short-term, unanticipated emergency situation including medical leave. The emergency exception is for a term no longer than one semester and may not be renewed.

3. 'Non nursing masters degree exception.' Each school of professional nursing may apply for one non nursing masters degree exception provided the person has all of the following:

a. A bachelor's degree in nursing.
b. A graduate degree related to the topic of the course the person is teaching.
c. Nursing experience in the area of teaching assignment.
d. A unique combination of knowledge, experience and skills that will best serve the school of nursing, faculty and students in a specific content area.

(4) CURRICULUM. The curriculum shall enable the student to develop the nursing knowledge, skills and abilities necessary for the level, scope and standards of competent nursing practice expected at the level of licensure. All curriculum shall be developed by a faculty member with a graduate degree. Curriculum shall be revised as necessary to maintain a program that reflects advances in health care and its delivery. The curriculum shall include the following:

(a) Evidence-based learning experiences and methods of instruction consistent with the written curriculum plan. The methods of instruction may include distance education methods.

(b) Diverse didactic and clinical learning experiences consistent with program outcomes.

(c) Coursework shall include:

1. Content in the biological, physical, social and behavioral sciences to provide a foundation for safe and effective nursing practice.
2. Content regarding professional responsibilities, legal and ethical issues, and history and trends in nursing and health care.
3. Didactic content and supervised clinical experiences in the prevention of illness and the promotion, restoration and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social and economic backgrounds.

(5) CLINICAL LEARNING EXPERIENCES. (a) Patient experiences shall occur in a variety of clinical or simulated settings and shall include:

1. Integrating patient safety principles throughout the didactic and clinical coursework.
2. Implementing evidence-based practice to integrate best research with clinical expertise and patient values for optimal care, including skills to identify and apply best practices to nursing care.
3. Providing patient-centered culturally competent care that recognizes that the patient or designee is the source of control and full partner in providing coordinated care by doing the following:

a. Respecting patient differences, values, preferences and expressed needs.
b. Involving patients or designees in decision-making and care management.
c. Coordinating and managing patient care across settings.
d. Explaining appropriate and accessible interventions to patients and populations that may positively affect their ability to achieve healthy lifestyles.

4. Collaborating with interprofessional teams to foster open communication, mutual respect, and shared decision-making in order to achieve quality patient care.

5. Participating in quality improvement processes to monitor patient care outcomes, identify possibility of hazards and errors and collaborate in the development and testing of changes that improve the quality and safety of health care systems.

6. Using information technology to communicate, mitigate errors and support decision-making.

(b) All cooperating agencies selected for clinical experiences shall have standards which demonstrate concern for the patient and evidence the skillful application of all measures of safe nursing practices.

(c) All faculty teaching clinical or practicum courses shall be experienced in the clinical area of the course and maintain clinical expertise.

(d) Faculty-supervised clinical practice shall include the following:

1. Development of skills in direct patient care.
2. Making clinical judgments.
3. Care and management of both individuals and groups of patients across the lifespan.
4. Delegation to and supervision of other health care providers.

(e) Clinical experiences shall be supervised by qualified faculty.

(f) All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

(6) PRECEPTORS. (a) Preceptors shall be approved by the faculty of the school of nursing.

(b) The school of nursing shall provide each preceptor with an orientation concerning the roles and responsibilities of the students, faculty and preceptors. The preceptor shall have clearly documented roles and responsibilities.

(c) Clinical preceptors shall have an unencumbered license or privilege to practice in Wisconsin as a nurse at or above the licensure level for which the student is being prepared.

(d) Preceptors shall demonstrate competencies related to the area of assigned clinical teaching responsibilities.

(7) EVALUATION. The school of nursing shall implement a comprehensive, systematic plan for ongoing evaluation. Evidence of implementation shall reflect progress toward or achievement of program outcomes.

N 1.09 NCLEX pass rates. (1) The school of nursing NCLEX pass rate includes all programs or tracks in the school of nursing. The board shall consider both the registered nurse NCLEX and practical nurse NCLEX pass rates when evaluating a school of professional nursing that grants a certificate of completion for practical nursing.

(2) NCLEX PASS RATE STANDARD. A school of nursing shall meet the NCLEX pass rate standard by one of the following:

(a) The annual NCLEX pass rate of graduates taking the NCLEX for the first time is a minimum of 80%.

(b) The annual NCLEX pass rate of all graduates taking the NCLEX, including those who repeated the test, is a minimum of 80%. The school shall submit an explanation or analysis documentation and the school's plan to meet the pass rate of those who take the NCLEX for the first time. The plan does not require board approval.

(3) NCLEX PASS RATE STANDARD NOT MET. (a) If the NCLEX pass rate standard is not met, the school of nursing shall receive a warning letter. The school shall identify factors that are potentially affecting the low NCLEX pass rate and submit an institutional plan for assessment and improvement of NCLEX results including outcomes and timeframes which shall be approved by the board no later than July 1. The plan shall address administration, faculty, students, curriculum, resources and policies.

(b) The school of nursing shall submit annual progress reports to the board including the outcomes of the institutional approved plan as long as the NCLEX pass rate standard is not met.

N 1.10 Continuation of board approval. (1) Schools of nursing shall file with the board all of the following:

(a) Annual self-evaluation reports.

(b) All documents submitted to or received from nursing accreditation agencies.

(c) Notification of withdrawal or change in school nursing accreditation status.

(2) Failure to maintain nursing accreditation shall result in withdrawal of board approval and the procedures in s. N 1.11(2) will commence.

(3) The board may review the school of nursing to determine whether s. N 1.08 standards are being met in the following situations:

(a) Change in school nursing accreditation status.

(b) Nursing accreditation reports indicate standards are not being met.

(c) Complaints regarding the conduct of the school are received and it is necessary to validate the complaints.

(d) Failure to meet NCLEX pass rate standards in s. N 1.09(1) for more than 2 consecutive years.

(e) Violation of any of the rules under this chapter.

(4) The review of the school may include any of the following:

(a) A site survey.

(b) A self-study report.

(c) A progress report.

(5) If the board makes a determination that N 1.08 standards are not being met, the following procedure shall be followed:

(a) The school of nursing shall submit an institutional plan, including timelines, to correct identified deficiencies in the school of nursing.

(b) The board shall review the proposed plan and may make modifications to the plan.

(c) The school of nursing shall make progress reports to the board as requested.

(d) The board may withdraw board approval if the school of nursing continues to not meet standards.

N 1.11 Closure of a school of nursing. (1) VOLUNTARY. When a school of nursing intends to close, the institution shall do the following:

(a) Submit a plan of intent to close a school of nursing to the board, including all of the following:

1. The date of intended closure.
2. Reason for the closure.
3. Place for students who have not completed their nursing education.

(b) Ensure that the school of nursing is maintained, including retention of adequate number of faculty and approved curriculum, until the last student is transferred or graduates from the school of nursing.

(c) Notify the board of the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.

(2) WITHDRAWAL OF NURSING APPROVAL. (a) If the board withdrawals approval of the school of nursing, the notice of withdrawal of approval shall contain a short statement in plain language of the basis for withdrawal of approval. The school of nursing may request a hearing within 30 calendar days after the mailing date of the notice.

(b) The institution shall do the following if approval of the school is withdrawn:

1. Implement the time frame established by the board for transfer of enrolled students to an approved school and report to the board the date of transfer for each student by name.
2. Arrange for the secure storage and access to academic records and transcripts for the next 50 years. Provide the board with the name and address of the educational institution or other organization that will be responsible for secure storage and access to academic records and transcripts for 50 years.
3. Close the school when the last student has transferred.
4. Submit progress reports during the closure process upon request of the board.

(c) The school of nursing may be granted a stay of the closure of the school during the appeal process.

N 1.12 Nursing refresher course approval. (1) INTENT OF NURSE REFRESHER COURSE. A nurse refresher course is designed for nurses who have not been practicing for five years or more.

(2) FACULTY. (a) The instructor shall have all of the following qualifications:

1. Masters degree in nursing.
2. Recent clinical experience or clinical teaching experience.

(b) If preceptors are used, the preceptor is selected by the instructor using criteria developed for the course and the instructor provides supervision of preceptors.

(3) PROFESSIONAL NURSE CONTENT. The nurse refresher course designed for professional nurse shall have all of the following content:

(a) Theory portion including all of the following:

1. Nursing process review.
2. Infection control.
3. Medication and pharmacology update.
4. Recent trends in nursing techniques and responsibilities.
5. Communication.
6. Documentation and reporting.
7. Supervision and delegation.

(b) Skills lab of at least 25 hours including basic nursing skills review and technology and equipment update.

(c) Directly supervised or precepted clinical experience of 100 hours or more performed in a hospital, clinic, long-term, or subacute facility.

(4) PRACTICAL NURSE CONTENT. The nurse refresher course designed for practical nurses shall have the following content:

(a) Theory portion including all of the following:

1. Nursing process review.
2. Infection control.
3. Medication and pharmacology update.
4. Recent trends in nursing techniques and responsibilities.
5. Communication.
6. Documentation and reporting.
7. Supervision and delegation.
8. Aging population.

(b) Skills lab of at least 15 hours including basic nursing skills review and technology and equipment update.

(c) Directly supervised or precepted clinical experience of 70 hours or more performed in a hospital, clinic, long-term or subacute facility.

(5) APPROVAL PROCESS. The board will review curriculum of nurse refresher courses submitted for inclusion on a listing of approved courses. Individual course participants shall be required to submit curriculum only if the course is not on the approved list.

SECTION 2. EFFECTIVE DATE. The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin administrative register, pursuant to s. 227.22 (2) (intro.), Stats.

(END OF TEXT OF RULE)

Dated _____ Agency _____

Member of the Board
Board or Department

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
DOA-2049 (R03/2012)

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

1. Type of Estimate and Analysis
☒ Original ☐ Updated ☐ Corrected

2. Administrative Rule Chapter, Title and Number
N 1

3. Subject
School of Nursing Approval

4. Fund Sources Affected
☐ GPR ☐ FED ☐ PRO ☐ PRS ☐ SEG ☐ SEG-S

5. Chapter 20, Stats. Appropriations Affected
20.165(1)(g)

6. Fiscal Effect of Implementing the Rule
☐ No Fiscal Effect ☐ Increase Existing Revenues ☒ Increase Costs
☐ Indeterminate ☐ Decrease Existing Revenues ☒ Could Absorb Within Agency's Budget
☐ Decrease Cost

7. The Rule Will Impact the Following (Check All That Apply)
☐ State's Economy ☐ Specific Businesses/Sectors
☐ Local Government Units ☐ Public Utility Rate Payers
☐ Small Businesses **(if checked, complete Attachment A)**

8. Would Implementation and Compliance Costs Be Greater Than $20 million?
☐ Yes ☐ No

9. Policy Problem Addressed by the Rule
This rule updates the school of nursing approval process. The current rules have been in place since 1985 and are not adequately addressing the changes in education.

10. Summary of the businesses, business sectors, associations representing business, local governmental units, and individuals that may be affected by the proposed rule that were contacted for comments.
This rule was posted for economic comments for a period of 14 days and no comments were received.

11. Identify the local governmental units that participated in the development of this EIA.
None

12. Summary of Rule's Economic and Fiscal Impact on Specific Businesses, Business Sectors, Public Utility Rate Payers, Local Governmental Units and the State's Economy as a Whole (Include Implementation and Compliance Costs Expected to be Incurred)
This rule will not have an economic or fiscal impact on specific businesses, business sectors, public utility rate payers, local governmental units or the state's economy as a whole.

13. Benefits of Implementing the Rule and Alternative(s) to Implementing the Rule
The benefit is to provide clarity and updates to the school of nursing approval process. The proposed rules also decrease the duplication between approval and national nursing school accreditation.

14. Long Range Implications of Implementing the Rule
The benefit is to provide clarity and updates to the school of nursing approval process. The proposed rules also decrease the duplication between approval and national nursing school accreditation.

15. Compare With Approaches Being Used by Federal Government
None

16. Compare With Approaches Being Used by Neighboring States (Illinois, Iowa, Michigan and Minnesota)
Illinois: Illinois program approval process includes: a letter of intent, a feasibility study, hiring of a nurse administrator, submission of a curriculum proposal, and a site survey. Continued approval is based upon annual evaluation reports, full routine site visits and maintaining a NCLEX pass rate of 75% of first time test takers. Major and minor curricular changes are reported to the board. Closure of the school involves responsibility for assisting students in transferring and

DIVISION OF EXECUTIVE BUDGET AND FINANCE
101 EAST WILSON STREET, 10TH FLOOR
P.O. BOX 7864
MADISON, WI 53707-7864
FAX: (608) 267-0372

ADMINISTRATIVE RULES
Fiscal Estimate & Economic Impact Analysis

notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications (allows for variances to faculty standards) and student standards.

Iowa: Iowa program approval process includes: first step involves an application with information regarding the controlling institution and needs assessment; second step involves verification of employment of the head of program, submission of program's philosophy and objectives, curriculum plan, letter of intent from clinical facilities, evidence of provision of faculty, proposed budget and timeframe for implementation; next step is interim approval based upon program proposal and site visit; final approval is upon graduation of first class and NCLEX pass rate results. Provisional approval may be granted to program until standards are met. Change of controlling institution and changes in administrative personnel in the program. The program shall submit annual reports. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications, student standards and evaluation of the program. NCLEX pass rate standard is a minimum of 95% of the national passing percentage based upon first time test takers within 6 months of graduation.

Michigan: Michigan program approval process includes: the first step requires submission of a letter of intent, evidence of funding and other support, copy of Michigan Department of Career Development approval (if necessary), evidence of availability of clinical experiences, proposed number of students, proposed first date of admission, plans for recruiting director of the program and faculty and a site visit; initial approval involves a self-student report and annual progress reports; full approval is after the graduation of the 2nd class, but no later than graduation of the 4th class (a class for each 12 month period) and requires submission of a self-study report and a site visit. Every 4 years the school shall submit a self-study report and accredited schools shall follow the schedule of the accrediting agency. Program changes shall be submitted to the board. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, curriculum standards, clinical standards, nurse administrator and faculty qualifications (allows for variances to faculty standards), student standards, and evaluation of the program. NCLEX pass rate standard is 75% of first time test takers

Minnesota: Minnesota program approval process includes: Phase 1 requires letter of intent including institution information, timetable for development and implementation, documentation of availability of academic facilities, impact on nursing programs in the area; Phase II involves a site visit and documentation of compliance with educational standards in order to be granted initial approval; Phase III is full approval and continual approval based upon meeting the minimum first time NCLEX success rate and acquiring national nursing education accreditation. Minnesota requires surveys of all schools on a periodic basis to maintain approval. NCLEX pass rate standard is 75% of first time test takers. All schools must be accredited by 2016. Annual reports shall be submitted to the Board. Closure of the school involves responsibility for assisting students in transferring and notification of location of records storage. The standards for the school include institutional requirements, clinical standards, nurse administrator and faculty qualifications, student standards, and evaluation of the program. The curriculum standard is the program must provide diverse learning activities that are consistent with program outcomes. Minnesota has an approval process for schools applying for innovative approaches which may require exemption from certain rules.

17. Contact Name	18. Contact Phone Number
Sharon Henes	(608) 261-2377

This document can be made available in alternate formats to individuals with disabilities upon request.

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:	2) Date When Request Submitted:
Dan Williams	Items will be considered late if submitted after 4:30 p.m. and less than: ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others

3) Name of Board, Committee, Council, Sections:

Wisconsin Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
6/12/14	☐ Yes ☐ No	NLCA annual meeting – Discussion and Consideration

7) Place Item in:	8) Is an appearance before the Board being scheduled? If yes, who is appearing?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes by ☒ No	N/A

10) Describe the issue and action that should be addressed:

From: Jim Puente [mailto:jpuente@ncsbn.org]
Sent: Thursday, May 15, 2014 4:49 PM
To: COMPACT;
Subject: NLCA Annual Meeting (save the date)

NLCA
NURSE LICENSURE COMPACT ADMINISTRATORS

2014 Annual Meeting of the Nurse Licensure Compact Administrators
Tuesday, August 12, 2014 (arrive on Monday, August 11)
9:00 AM to 5:00 PM (times tentative)
Hyatt Regency Chicago
151 E. Upper Wacker Drive
Chicago, IL 60601

*On Monday, May 12, you received the NCSBN Annual Meeting announcement email with the registration link. The registration form includes a field in which you are asked to indicate if you will attend the NLCA meeting.

*NLC Administrators are requested to attend the meeting or to appoint a designee to attend.

The meeting agenda will be available in early August. The Call to Meeting document will be provided by the Meetings Dept.

Thank you!

JIM PUENTE
Director, Nurse Licensure Compact

State of Wisconsin
Department of Safety & Professional Services

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request:	2) Date When Request Submitted:
Dan Williams	Items will be considered late if submitted after 4:30 p.m. and less than: ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others

3) Name of Board, Committee, Council, Sections:

Wisconsin Board of Nursing

4) Meeting Date:	5) Attachments:	6) How should the item be titled on the agenda page?
6/12/14	☐ Yes ☐ No	NCSBN annual meeting – Discussion and Consideration

7) Place Item in:	8) Is an appearance before the Board being scheduled? If yes, who is appearing?	9) Name of Case Advisor(s), if required:
☒ Open Session ☐ Closed Session ☐ Both	☐ Yes by ☒ No	N/A

10) Describe the issue and action that should be addressed:

From: Colleen Neubauer
Sent: Monday, May 12, 2014 12:45 PM
To: Member Boards
Subject: 2014 NCSBN Annual Meeting Announcement

Registration for the 2014 NCSBN Annual Meeting is open! **The meeting takes place August 13-15 in Chicago, Ill.**

The NCSBN Board of Directors is sponsoring the attendance of two Member Board representatives at the 2014 NCSBN Annual Meeting. Each representative receives a waiver for transportation, lodging, registration and reasonable travel expenses outlined in NCSBN policy 5.12. Executive Officers must fill out the attached travel waiver form and email NCSBN Meetings or fax to 312.279.1034 by **June 30, 2014**. After the form is received, attendees will receive a Call to Meeting email with meeting registration instructions and hotel and travel information.

**The Welcome Reception is on Tuesday, Aug. 12 from 6:00-8:00 pm. Please remember this when booking your flight. Please feel free to contact me with any questions or concerns. We look forward to seeing you in Chicago!

Thank you,