Bryant & Stratton College Campus Locations

New York Campuses

**Albany**
1259 Central Avenue
Albany, NY 12205
Telephone 518/437-1802
Fax 518/437-1048

**Amherst**
3650 Millersport Highway
Getzville, NY 14068
Telephone 716/625-6300
Fax 716/689-6078

**Buffalo**
465 Main Street, 4th Floor
Buffalo, NY 14203
Telephone 716/884-9120
Fax 716/884-0091

**Greece**
854 Long Pond Road
Rochester, NY 14612
Telephone 585/720-0660
Fax 585/720-9226

**Henrietta**
1225 Jefferson Road
Rochester, NY 14623
Telephone 585/292-5627
Fax 585/292-6015

**Malta Extension Center**
2452 U.S. Route 9 - Suite 201
Malta, NY 12020
Telephone 518/437-1802
Fax 518/899-0170

**Southtowns**
Sterling Park
200 Redtail Road
Orchard Park, NY 14127
Telephone 716/677-9500
Fax 716/677-9599

**Syracuse**
953 James Street
Syracuse, NY 13203
Telephone 315/472-6603
Fax 315/474-4383

**Syracuse North**
8687 Carling Road
Liverpool, NY 13090
Telephone 315/652-6500
Fax 315/652-5500

**Online Education**
180 Redtail Road
Orchard Park, NY 14127
Telephone 716/677-8800
Fax 716/677-8899

Ohio Campuses

**Akron**
190 Montrose West Avenue
Akron, OH 44321
Telephone 330/598-2500
Fax 330/598-2505

**Cleveland Downtown**
3121 Euclid Avenue
Cleveland, OH 44115
Telephone 216/771-1700
Fax 216/771-7787

**Eastlake**
35350 Curtis Boulevard
Eastlake, OH 44095
Telephone 440/510-1112
Fax 440/306-2015

**Parma**
12955 Snow Road
Parma, OH 44130
Telephone 216/265-3151
Fax 216/265-0325

Virginia Campuses

**Hampton**
4410 Claiborne Square
Suite 233
Hampton, VA 23666
Telephone 757/896-6001
Fax 757/896-6009

**Richmond**
8141 Hull Street Road
North Chesterfield, VA 23235
Telephone 804/745-2444
Fax 804/745-6884

**Virginia Beach**
301 Centre Pointe Drive
Virginia Beach, VA 23462
Telephone 757/499-7900
Fax 757/499-9977

Wisconsin Campuses

**Bayshore**
500 Silver Spring Rd.
Suite K340
Glendale, WI 53217
Telephone 414/961-9600
Fax 414/961-9605

**Milwaukee**
310 West Wisconsin Avenue
Suite 500 East
Milwaukee, WI 53203
Telephone 414/276-5200
Fax 414/276-3930

**Wauwatosa**
10950 W. Potter Road
Wauwatosa, WI 53226
Telephone 414/302-7000
Fax 414/302-7009

This catalog is an official publication of Bryant & Stratton College. As such it is subject to revision at any time. Bryant & Stratton College reserves the right to make changes in connection with any subject described in this catalog including curricula, class schedules, course content, training equipment, faculty, staff, tuition and fees, provisions or requirements, as it, in its sole discretion deems appropriate. Bryant & Stratton College reserves the right to make such changes without notice at any time, even after a program of study or course affected by a change has begun. It is advised that all students read and fully understand the rules, regulations and College-based policies stated in this catalog and its future updates. For the most current version of the catalog, visit www.bryantstratton.edu. Students should retain an electronic copy of this catalog for their records.
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Publication Date: January 2018
History of Bryant & Stratton College

Bryant & Stratton College’s rich history is rooted in 160 years of outcomes-based education. Its founding can be traced back to 1852, when H. B. and J. C. Bryant and their brother-in-law, H.D. Stratton, organized Bryant & Stratton Mercantile College in Cleveland, Ohio. In 1874, J.C. Bryant, a noted physician and businessman, established Bryant & Stratton College in Buffalo, New York. Throughout the next century, the College developed career-based degrees and training programs to meet the needs of young and working adults seeking jobs and career advancement in business and industry due to both employer and student demands. From the 1980s through the current period, the College expanded its program offerings to healthcare, technology, justice, financial and service sectors. In 2000, the College offered distance learning through an Online Education division.

Today the institution has many locations; however it is one college with several branches and additional locations, referred to as campuses. The College confers over thirty associate and baccalaureate degrees, and offers diploma and certificate programs for select occupations. In June of 2002, the College earned regional accreditation status from the Middle States Association of Colleges and Schools (MSCHE), now known as Middle States Commission on Higher Education (MSCHE). This history continues to build as the next generation of higher education evolves and the College continues to fulfill its mission.

Mission Statement

Bryant & Stratton College offers a personalized career education and experience leading to high-demand professions so graduates are prepared for their career and life pursuits.

Student Consumer Information Disclosure

The Higher Education Opportunity Act (HEOA) of 2008 requires institutions make available important information concerning academic programs, retention rates, graduation rates, crime reports, financial aid procedures and more in an effort to ensure fairness and transparency for all higher education consumers. Current and prospective students of Bryant & Stratton College have access to Student Consumer Information by visiting the address below:

http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx

Questions regarding this information should be directed to the Campus Director. Bryant & Stratton College is approved for the training of veterans and other eligible persons and for administering educational programs sponsored by state and federal agencies such as the Bureau of Indian Affairs and state rehabilitation services. The institution is authorized under federal law to enroll non-immigrant alien students.

Accreditations and Approvals

Bryant & Stratton College is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The academic programs at all Bryant & Stratton College campuses are approved or certified by their respective State Education Departments:

- New York State Board of Regents
- Ohio Department of Higher Education
- Ohio Board of Nursing
- State Board of Medical Examiners- Ohio (SCHEV)
- State of Wisconsin Department of Safety and Professional Services - Education Approval Board
- Virginia Board of Nursing
- Wisconsin Board of Nursing

Bryant & Stratton College is an institutional member of the council for the State Authorization Reciprocity Agreements (NC-SARA). See www.nc-sara.org/states/ny.

In New York State, Bryant & Stratton College campuses are authorized by the New York State Board of Regents to confer Associate of Occupations, Studies and Associate of Applied Science degrees. The Amherst, Buffalo and Southtowns campuses are authorized by the New York State Board of Regents to confer the Bachelor of Business Administration degree. The Southtowns, Albany, Greece, and Syracuse North campuses are authorized by the New York State Board of Regents to confer the Bachelor of Science degree.

All four Ohio campuses are authorized by the state of Ohio to confer associate and baccalaureate degrees. These degrees are also approved by the Ohio Board of Regents.

The Medical Assisting programs offered at Albany, Amherst, Akron, Bayshore, Buffalo, Cleveland Downtown, Eastlake, Greece, Hampton, Henrietta, Milwaukee, Parma, Richmond, Southtowns, Syracuse, Syracuse North, Virginia Beach and Wauwatosa are accredited by the Commission on Accreditation of Allied Health Education Programs (www.cahep.org), on recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Educational Programs

Contact Information (CAHEP):

25400 US Highway 19 North, Suite 158
Clearwater, FL 33763
(727) 210-2390
www.cahep.org

The ADN Nursing programs offered at the Eastlake, Parma, Wauwatosa, Bayshore, Richmond, and Akron campuses are accredited by the Accreditation Commission for Education in Nursing (ACEN). The Ohio Board of Nursing views the Akron Campus as a stand-alone program. The Ohio Board of Nursing views the Akron Campus as a stand-alone program. The Wauwatosa and Bayshore campuses are viewed as one program by the Wisconsin Board of Nursing.

The A.D.N nursing program at the Virginia Beach campus has initial approval by the Virginia Board of Nursing.

The Licensed Practical Nurse diploma program offered at the Richmond campus has initial approval by the Virginia Board of Nursing. The Licensed Practical Nurse diploma program offered at the Parma and Akron campuses have conditional approval by the Ohio Board of Nursing.

The Licensed Practical Nurse Diploma program located in Wauwatosa and Bayshore, WI is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)

Contact Information:

3343 Peachtree Road, Suite 850
Atlanta, GA 30326
(404) 975-5000
www.acenursing.org

The baccalaureate degree in nursing programs at the Parma, Richmond, and Wauwatosa campuses are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001 202-463-6930.

The occupational therapy assistant programs at Rochester, Syracuse, Eastlake, and Wauwatosa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Rochester, Syracuse, and Wauwatosa programs 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, all 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.

ACOTE is located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 852-AOTA and its Web address is www.acoteonline.org.

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, Parma, Southtowns, Syracuse, and Wauwatosa campuses have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.
Admissions

Bryant & Stratton College seeks students who desire practical career preparation in selected fields of study and have the ability to achieve academic success. It is recommended that prospective students apply as early as possible to ensure full consideration and proper placement. Applications are accepted throughout the year for multiple starts within an academic year.

Bryant & Stratton College welcomes first inquiries from high school students and their parents during their junior year. The admissions staff is available to explain curriculum planning and career opportunities. Information about all Bryant & Stratton College campuses may be obtained from any admissions representative or at the College web site, www.bryantstratton.edu.

Admissions Interview and Tour

An important step in the admission process is a personalized interview with an admissions representative to discuss the College programs and conduct a campus tour. Select programs require an interview by the Program Director or his or her designee. Admissions representatives are available for day, evening and Saturday morning appointments including most school vacation and most school holidays.

Application Procedure

1. Applications for admission to the college may be obtained from the Admissions Office or at www.bryantstratton.edu.
2. The completed application is then submitted to the selected Bryant & Stratton College campus.
3. Applications are accepted throughout the year for all future enrollment dates.

Placement Evaluation

All students accepted for enrollment at Bryant & Stratton College will be subject to course and/or program evaluations. Students will be scheduled in pre-college courses based upon their placement evaluation scores. Students are required to enroll and pass the pre-college courses based upon their evaluation scores, regardless of the program of study.

Notification of Admissions Decision

- Bryant & Stratton College’s admission policy makes it possible, in most cases, for applicants to be notified of the admission decision as soon as the application process is complete.
- Conditional acceptance is granted for applicants applying for building-based diploma or associate degree program pending their self-certification on their FAFSA that they have received a high school diploma or GED or that they have completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. If the applicant is not applying for Title IV financial assistance, and thus will not be submitting a FAFSA, the applicant’s affirmation on his or her application that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided, will be sufficient. All New York State students must provide an official copy of their high school transcript, GED, or proof of completion of secondary school through homeschooling as defined by New York.
- Bryant & Stratton College seeks students who desire practical career preparation in selected fields of study and have the ability to achieve academic success. It is recommended that prospective students apply as early as possible to ensure full consideration and proper placement. Applications are accepted throughout the year for multiple starts within an academic year.
- Conditional acceptance is granted for applicants pending verification of entrance requirements for Online, Nursing (LPN, ADN, BSN) PTA, and OTA programs.

DIPLOMAS AND ASSOCIATE DEGREE PROGRAMS

Entry and Program Requirements

For consideration into a diploma or an associate degree program, the candidate must:
1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for Admission to the college.
2. Certify on their FAFSA that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. If the applicant is not applying for Title IV financial assistance, and thus will not be submitting a FAFSA, the applicant’s affirmation on his or her application that he or she has received a high school diploma or GED or that he or she has completed secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided, will be sufficient. All New York State students must provide an official copy of their high school transcript, GED, or proof of completion of secondary school through homeschooling as defined by New York.
3. Complete an Admissions Representative Interview. Each applicant will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the applicant and determine if Bryant & Stratton College is a good match. During the interview, an admissions associate will provide information regarding the College’s educational mission; a content overview of the program; admission criteria application, tuition costs, and will refer students to financial aid representatives who can discuss financial aid options.
4. Meet program-specific entrance standards established by the College, as well as other evaluations required by state, federal and accreditation bodies.
   a. Students interested in the Criminal Justice Studies degree must successfully complete the Criminal Justice and Security Services diploma, and are encouraged to work in the security field, before acceptance into the associate degree (AAS) program.
   b. Students interested in the Office Management degree must enroll and successfully complete the Office Administrative Assistant diploma, and are encouraged to work in the office administration field, before acceptance into the associate degree (AAS) program.
   c. Students interested in the Blended Learning program for either the Medical Billing & Coding diploma program, or Medical Reimbursement & Coding, AAS degree must attain college level placement scores on both the English and mathematics placement evaluations to enter these programs. Additionally, students taking blended learning (BL) courses must complete the BLSM001 Blended Learning Seminar prior to attending the first BL class scheduled.
5. New York State students must provide proof of immunization. See the New York State section of this catalog for details.

BACCALAUREATE DEGREE PROGRAMS

Entry and Program Requirements

For consideration into the Baccalaureate Degree Programs, the candidate must:
1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for admission to the college.
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which the homeschooling was provided. High school graduates must have a minimum GPA of 75% or 2.5 out of 4.0 and those possessing GEDs must have a minimum average standard score of 500 (taken after 2002) or an average standard score of 50 (taken before 2002).
3. Complete an Admissions Representative Interview. Each prospective student will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the prospective student and determine if Bryant & Stratton College is a good match. During the interview, an admissions associate will provide information regarding the College’s educational mission; a content overview of the degree; admission criteria application, tuition costs, and will refer students to financial aid representatives who can discuss financial aid options.

4. Complete and submit to an admissions associate for review by the acceptance committee:
   a. Bachelor Degree Application Form.
   b. Transcripts of post-secondary educational experience. If transcripts are necessary to evaluate credit, applicants must provide the transcripts confirming earned credit from a regionally or nationally accredited college. These documents must be a part of the applicant’s application packet before consideration of a candidate’s application is made. Official transcript(s) must be received by the end of the first semester.
   c. Personal Essay. Applicants must submit a non-graded informational essay that is 1 - 2 double-spaced, typewritten pages.

5. An interview with a Bachelor Degree program administrator may be scheduled as part of acceptance and prior to acceptance.

6. New York State students must provide proof of immunization. See the New York State section of this catalog for details.

ORGANIZATIONAL LEADERSHIP, BPS

Entry and Requirements for Organizational Leadership, Bachelor of Professional Studies (BPS) program

Students must meet all criteria for acceptance to the College and the standard requirements for entry into baccalaureate programs to gain acceptance to the Organizational Leadership BPS degree program, additionally students must:

1. Have 30 earned college credits reflected on an official transcript.
2. Have successfully completed a college level English course.
3. Have at least 4 years of professional work experience.
4. Be at least 25 years of age.

NURSING DIPLOMA

Entry and Requirements for Licensed Practical Nurse Program

1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for admission to the college.
2. Provide an official U.S. high school transcript indicating successful completion, or official documentation of a U.S. GED or provide documentation establishing successful completion of secondary school through homeschooling, as defined by the law of the State in which homeschooling was provided.
3. Complete a Nursing Program Director Interview if required. Nursing Program candidates may be interviewed by the Nursing Program Director or his or her designee. Selection to the program is made by the Nursing Program Selection Committee and is based on admission test scores, past academic record, and interview results.
4. Complete a Nursing Program Director Interview if required.
5. Achieve a minimum score no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS).
6. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant & Stratton College requirements.
   a. Eastlake/Parma Campuses Only
   Acceptance to the Nursing Associate Degree Program: In addition to the entry and program requirements #1-8 above, alternate entrance criteria will be factored into the acceptance review process. See the Nursing Director at Eastlake/Parma campus for details.

BACCALAUREATE DEGREE NURSING

Entry and Requirements for BS Nursing (Generalist) Program

For consideration into the Nursing Program, the candidate must:
1. Submit a completed Application or eApplication using the feature located on the Internet at www.bryantstratton.edu for admission to the college.
2. Complete an Admissions Representative Interview. Each prospective student will be interviewed by an admissions associate. The purpose of the interview is to assess the educational and professional goals of the prospective student and determine if Bryant & Stratton College is a good match. During the interview, an admissions associate will provide information regarding the College’s educational mission; a content overview of the degree; admission criteria application, tuition costs, and will refer students to financial aid representatives who can discuss financial aid options.
3. Complete a Nursing Program Director Interview. If required Nursing Program candidate may be interviewed by the Nursing Program Director or his or her designee. Selection to the program is made by the Nursing Program Selection Committee and is based on admission test scores, past academic record, and interview results. (Not RN-BSN)
4. Provide documentation of a recent physical exam and other required laboratory test results, including a drug screen, as described in the admissions interview and in the Nursing Handbook.
5. Submit to a criminal background check and drug screening as required by state and federal law and clinical facility and Bryant & Stratton College requirements.
6. Complete and submit a Personal Essay. Applicants must submit a non-graded informational essay that is 1 - 2 double-spaced, typewritten pages. (Not RN-BSN)
7. Must have a 2.5 out of 4.0 GPA. (Not RN-BSN)
8. Achieve a minimum score of no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS).
9. Attain college-level placement scores on both English and math placement evaluations.
RN-BSN PROGRAM
The RN-BSN option is designed for RN graduates who have passed the RN-N.C.L.E.X. exam, have earned licensure, and are ready to expand their nursing skills and professional potential by earning a BSN. The BSN is designed to promote the development of professional nurses who will meet the changing needs of clients. RN-BSN plan students are advised on an individual basis and transcripts are evaluated on an individual basis for maximum transfer credit. Students must satisfy requirements of the BSN Generalist degree program, unless otherwise noted.

Background checks in accordance with state regulations may be required by the precepted site. Students are responsible for any and all fees associated with the required checks. Fees for background checks vary by state.

OCCUPATIONAL THERAPY ASSISTANT
Entry and Requirements for Occupational Therapy Assistant:
Students must meet all criteria to gain acceptance to the College and additionally meet the requirements below to gain acceptance to the OTA program:

- Minimum GPA 2.5 with official transcript.
- Accuplacer Scores related to math (50 or above) and English (72 or above).
- Signed disclosure acknowledging that drug use, a record of certain conduct, criminal convictions, and illnesses can prevent the student from successfully completing the OTA program or being gainfully employed as a OTA.
- Successfully completed chemistry or physics and biology at the high school or college level.
- Interview with Program Director or designee

PHYSICAL THERAPIST ASSISTANT
Entry and Requirements for Physical Therapist Assistant:
Students must meet all criteria to gain acceptance to the College and additionally meet the requirements below to gain acceptance to the PTA program:

- Minimum GPA 2.5 with official transcript.
- Accuplacer Scores related to math (50 or above) and English (72 or above).
- Signed disclosure acknowledging that drug use, a record of certain conduct, criminal convictions, and illnesses can prevent the student from successfully completing the PTA program or being gainfully employed as a PTA.
- Successfully completed chemistry or physics and biology at the high school or college level.
- Interview with Program Director or designee.

WARNING FOR NURSING, PHYSICAL THERAPIST ASSISTANT, AND OCCUPATIONAL THERAPY ASSISTANT DEGREE STUDENTS
Note that criminal convictions and/or a record of certain other conduct may prevent the student/graduate from being licensed and may preclude the graduate from obtaining gainful employment as a practitioner. Also, in order to successfully complete the degree program, students must participate in clinical programs at outside clinical experiences at varied times to provide patient/client care. These facilities have policies regarding convictions and past conduct which may bar students from being accepted at the facility for clinical participation.

For this reason, Bryant & Stratton College cannot warranty that a student with a criminal record or a record of certain actions, mental illness, physical illness, or chemical dependencies will be accepted by a clinical facility for placement. If the student is not accepted, the student will not be able to successfully complete the degree program.

In addition, even if a student does successfully complete the Degree program, if that student has a record of certain crimes or conduct, Bryant & Stratton College cannot warranty that the relevant state licensure board will permit the student to sit for examination or to be licensed, certified, or registered or to be employed in the field after graduation.

Students who commit an offense after admission which bars participation in the clinical facility may be released from the degree program or dismissed from Bryant & Stratton College. Students should refer to the Program Handbook for additional details on specific state restrictions on licensing and employment for students with a record of a criminal conviction, illness, or drug/alcohol abuse.

Note also that the academic standards for these programs have different levels of performance, and are in addition to the measuring points and requirements outlined in the Standards of Satisfactory Academic Progress. These standards are used to evaluate the student’s ability to progress in the degree program. Refer to the Program Student Handbook.
International Applicants

Entry and Program Requirements
For consideration into any Bryant & Stratton College program, international applicants must submit the documentation and information, as previously noted, for the particular program to which they are applying. In addition, they must submit the following documentation with their application materials:

1. An original, official transcript from a secondary school or university which has been authenticated and evaluated by an authorized, independent third party chosen by Bryant & Stratton College, together with a notarized and certified translation if the document is recorded in a language other than English. Such translation is to be supplied by the applicant at the applicant’s expense. Employees of Bryant & Stratton College shall not be utilized to provide the required translations. Third-party evaluators must be members of either The National Association of Credential Evaluations Services (NACES) or Association of International Credential Evaluators (AICE).

2. Documentation of either a score of 500 or better on the traditional paper version of the Test of English as a Foreign Language (TOEFL), or a score of 173 on the computerized TOEFL, or a passing score on Level 6 of the ASPECT English Language Proficiency. If required, International applicants will need to complete this evaluation before acceptance at Bryant & Stratton College. It is the applicant’s responsibility to set up all details of the TOEFL evaluation. (Web link: TOEFL Information at www.ets.org).

Exceptions:

a. Nonnative speakers who hold degrees or diplomas from postsecondary institutions in English-speaking countries (e.g., the United States, Canada, England, Ireland, Australia, New Zealand).

b. Nonnative speakers who have successfully completed at least a two-year course of study in which English was the language of instruction.

c. Transfer students from institutions in the United States or Canada whose academic coursework was favorably evaluated in relation to its demands and duration.

d. Nonnative speakers who have taken the TOEFL test within the past two years.

e. Nonnative speakers who have successfully pursued academic work at schools where English was the language of instruction in an English-speaking country for two years.

3. A statement signed by the secondary school principal or other qualified person indicating sufficient proficiency in English to cope with college-level studies. Such statement must be written in English.

4. An original proof of finance letter issued by a U.S. or foreign banking institution certifying that the sponsor or student has adequate funds to meet financial obligations to Bryant & Stratton College and living expenses while enrolled.

5. The first semester’s tuition and, if applicable, room and board, paid in advance of acceptance.

International students will be issued the I-20 when formally accepted to one of the College’s campus locations. The I-20 will not be issued for students taking all classes via Online. This I-20 form must be taken by the student, along with his or her passport, and the financial documentation, to the nearest United States consulate or embassy for the purpose of receiving the appropriate student visa. All of these documents and the proof of English proficiency may be reviewed by a U.S. Customs Inspector upon entry to the United States.

Upon arrival in the U.S. city where the student will be attending Bryant & Stratton College, the student should immediately contact the campus Admissions Office. A visit and tour of the campus and, if applicable, student housing, will be arranged. During the visit, the student will also complete placement evaluations for appropriate placement and registration for the first semester classes.

Application for Individual Subjects
Application may be made for individual subjects in person or by mail, facsimile, or electronic transmission, by completing an individual subject application.

When the application has been received and processed, the student will be sent an acceptance letter and instructions for completing registration.

The student should consult with an admissions representative to determine class hours, days classes meet and prerequisite requirements (if applicable). Class schedules are available during registration.

Students taking individual subjects are classified as non-matriculated, and federal financial aid is not available to them. If at some point non-matriculating students decide to matriculate, they will be required to adhere to the complete admissions process.

Application for Readmission
Former Bryant & Stratton College students who wish to apply for readmission should contact the Admissions Office for an Application for Readmission. Returning students are not required to resubmit copies of records already on file. Any prior tuition balances and student loan status must be cleared before re-entry application forms are processed.

Readmission requirements for the OTA, PTA, and Nursing Programs are found in the respective Program Student Handbook.

Students dismissed for failure to meet Standards of Academic Progress may be considered for readmission after an absence of not less than one semester. See the section “consequences of failure to meet satisfactory progress standards” in this catalog for details on the appeals process and criteria for readmission.

Students who were dismissed for any reason must meet with an academic manager or a designated advisor to review the circumstances which led to the dismissal and to discuss the commitment required for the student to become successful. Following the meeting, the academic associate will make a recommendation regarding the student’s potential for academic success. A negative recommendation to the admissions department may disqualify the student for readmission.

Students dismissed for issues relative to conduct and deportment, as defined in the Code of Student Conduct published in this Official Catalog, will be eligible for readmission only if they are able to present reasonable proof that they have overcome the situation that led to their inappropriate behavior. The decision to readmit will be made by the academic dean after a thorough review of the situation. Students seeking readmission after an administrative dismissal may be required to meet with the dean and/or a designated representative of the dean to discuss their situation. The decision of the dean will be final in all matters of readmission of students dismissed for reasons of conduct and deportment.

Students dismissed based on failure to complete their pre-college course requirements after two attempts may be considered for readmission after an absence of not less than one calendar year (3 academic semesters). In either case, readmission will be granted solely at the discretion of the academic dean or designee.

Returning students are required to meet all curriculum requirements in effect at the time of their return. If the curriculum and/or learning methodologies have been updated since a student last attended Bryant & Stratton College, that student may be required to attend an orientation program prior to returning to classes.

All credits earned during prior enrollment will be assessed for validity to current programs. Some credits earned in the past may not be applicable to the contemporary curriculum and technology changes.
Academic Information

Transfer of Credits

Bryant & Stratton College accepts transfer of college credit, high school articulation, and/or assessment of knowledge and skills by selected course proficiency examination. Although Bryant & Stratton College does not grant credit for life experience, the College offers students the opportunity to attempt Credit by Examination for selected courses.

Up to 75% of the total credit hours required for graduation may be earned through a combination of transfer credits, high school articulation, national evaluation, and proficiency examinations. Should state requirements be more stringent in any specific area covered in this policy, campuses affected must adhere to the requirements defined by the state education department. See state sections for details.

Students who wish to take courses at other colleges while pursuing a program at Bryant & Stratton College may have their credits transferred into their program providing they obtain written approval from the Dean or designee prior to enrolling in the outside courses and providing they have an official transcript sent to the Dean or designee upon successful completion. Before beginning this process, a student should meet with a Financial Services staff member to discuss how transfer credit may impact federal, state, and building-based financial aid and scholarship funds.

Credits earned at institutions accredited by recognized accreditation bodies may be considered for transfer by the transfer coordinator with appropriate documentation. Each course considered for transfer credit must have grade of C (2.0) or better out of a possible (4.0). Transfer courses must be comparable in level and content to subjects in their program at Bryant & Stratton College.

Applicants requesting transfer credit must arrange for their official college transcript(s) to be sent to Bryant & Stratton College for evaluation. Transfer credits are assessed on a course-by-course basis.

Transferability of credits to Bryant & Stratton College may be affected by the age of the credits and by the degree to which related technology has changed since the credits were earned. All requests for transfer credit must be completed prior to the end of the first semester of enrollment at Bryant & Stratton College. Official transcripts issued by and provided to Bryant & Stratton College by the awarding institution must be received prior to the end of the first semester for credit to be applied to the degree plan.

It is the sole discretion of the receiving institution which credits and/or coursework, if any, will be accepted.

Credit by Examination

Bryant & Stratton College offers students the opportunity to take examinations to validate their competency of selected courses and subject areas. The student may earn college credit for achieved scores of 70% or better on the College’s electronic Prior Learning Assessments (PLA). Additionally, the College will also grant college credit for applicable passing grades on specific PLA examinations available through College Level Examination Programs (CLEP), American Council of Education (ACE), and Defense Activity for Non-Traditional Educational Support (DANTES). Financial aid funds may not be utilized for examination or processing charges. Students interested in attempting Credit by Examination and PLA should consult with their admissions representative or academic advisor for more details. Distance learners must take PLA examinations at approved testing sites.

All requests for credit for national evaluations must be completed by the end of the student’s first semester of enrollment at Bryant & Stratton College.

Academic Semesters and Calendar

Bryant & Stratton College’s schedule is based on three 15 week semesters. There is a brief break between semesters, see the Academic Calendar(s) posted on the website for details.

Campus Schedule

All full-time students are scheduled in academic programs that may be completed in 1 or 1.5 years for diploma programs, 2 years for associate degrees, except Nursing and Occupational Therapy Assistant are 2.5 year programs, and 4 years for baccalaureate degrees if the student does not require pre-college course work, carries a full-credit course schedule, and attends full-time for consecutive semesters. Students who earn fewer than the recommended number of credits per semester, who fail courses, or who interrupt their programs may be unable to complete their programs in this amount of time. Students who fail or withdraw from required courses must complete their required courses the next time they are offered.

Students may be limited in the number of opportunities allowed to pass individual courses and may be counseled to reconsider their career plans based on difficulty they may have mastering certain skills and knowledge.

Classes may be offered during the day, evening, weekends, blended format and online. Schedules are determined by the individual campuses and are subject to change based on availability.

Programs that feature field experience in the form of internship or practicum may require scheduling outside of normal school hours. Students will be assigned to field experience related to their degree program.

Nursing and OTA students are scheduled in clinical agencies to provide patient/client care at varied times. Students who hold jobs must arrange with employers for flexibility in meeting College requirements. To complete the Nursing or OTA Program it may be necessary for a student to complete his/her clinical rotations during the week and weekend, both day and evening shifts, as well as enroll in both day or evening courses, depending on the availability of courses. The College is under no obligation to guarantee a specific clinical placement or time.

Online Schedule

Online courses are available 24 hours a day, 7 days a week at a computer located anywhere in the world with an Internet connection. Online classes have multiple weekly deadlines and are identified in Eastern Time. Students can budget their time to attend class (read lecture material, read announcements, complete tests, and participate in discussion) and to complete homework (assignments, projects, reading the text book, etc…) to meet weekly deadlines. Online courses are offered in two 7.5 week sessions within the traditional 15 week semester.

Online Course Expectations

Online courses are structured to replicate the campus classroom. In the Online virtual classroom, faculty members present lectures, course materials, evaluations/tests, and interact with students through personal computers. The student interacts with other students and the instructor through messaging and discussion groups.

Students enrolled in an Online course are expected to participate in “classroom” activities including reading, lectures, participating in discussion groups, completing evaluations/test and processing information through reflective activities. In addition, students are required to complete homework, projects, assigned reading, research and preparation of weekly reflections “outside of the classroom.”

Levels of participation include active participation within groups or teams, interaction with the instructor, and the completion of course work by specified deadlines. Faculty members are available for additional course-related assistance and support.

Blended Learning Schedule

Blended learning courses are scheduled in two 7.5 week sessions within the traditional 15 week semester. Students enrolled in BL courses typically take two courses each session for a full-time schedule of four courses a semester. The Blended Learning (BL) schedule features weekly face-to-face class time schedule on campus, plus an equal amount of virtual instructional time. The blended learning format reflects the dynamics of the workplace and offers students a complement of structure and flexibility.
Blended Learning Course Expectations

Blended learning is a student-centered approach to creating a learning experience whereby the learner interacts with other students, with the instructor, and with content in both virtual and on-campus environments. The BL courses are designed to introduce concepts in small parts through multiple phases, where work completed builds upon the prior to deepen understanding. Students will have multiple opportunities to make sense of the content, communicate and collaborate with others. Assessment is embedded through the learning events with instructors providing prompt and meaningful feedback as well as individualized instruction. The approach requires learners to be active participants in the process and assume responsibility for personal learning as expected in the workplace.

Attendance

Attendance at an academically related activity will be monitored for each student attending Bryant & Stratton College. Students who are absent from all of their courses for more than 14 consecutive calendar days, will be automatically withdrawn from the College unless the student contacts the College and is approved for an extension of this 14 day absence period and returns to school within 21 days of their last date of attendance. Students taking online or blended learning courses, who are withdrawn from their session-one courses, must provide the College with written notification of their intent to attend second session course(s) at the time of their withdrawal from session-one, or they will be withdrawn from their session-two courses.

At the start of the tenth week of classes the grade WF is assigned to class withdrawals and is factored into Standards of Academic Progress calculations, thereby impacting academic success and eligibility for financial aid. Please consult with an academic advisor or dean for questions pertaining to this policy.

Any student, who is withdrawn, whether officially or administratively, must have their financial aid reviewed to determine what portion of aid was earned by the student at his last date of attendance at the College. Please see the section in the catalog, Treatment of Federal Student Aid When a student at his last date of attendance at the College. The quantitative measurement factor requires students to complete their programs within a maximum time frame (MTF).

Students who do not successfully complete the minimum completion percentages for the given measurement point will be subject to dismissal with an opportunity to appeal.

III. Minimum Requirements

A. Quantitative Measurement

The quantitative measurement factor requires students to complete their programs within a maximum time frame (MTF). To be in compliance with this standard, students must complete their program within 150% of the standard program length. Students must meet the minimum completion percentages set forth in the following Satisfactory Academic Progress Charts for each measurement point. The completion percentage is based on a ratio of the cumulative number of attempted credit hours to the cumulative number of successfully completed credit hours expressed as the minimum percentage of credits a student must successfully complete to maintain SAP.

B. Qualitative Measurement

The qualitative measurement requires students to maintain a minimum CGPA in relationship to the credits attempted and graded as indicated on the Satisfactory Academic Progress Charts provided.

The cumulative grade point average (CGPA) is determined by dividing the cumulative number of quality points awarded by the cumulative number of credits graded (credits for which the student has received grades of A, B+, B, C+, C, D+, WF or F).

The grade point average (GPA) is distinguished from the CGPA. The GPA is determined by dividing the number of quality points awarded for a given semester by the number of credits graded in the same semester (credits for which the student has received grades of A, B+, B, C+, C, D+, WF or F).

If a student's CGPA does not meet the minimum requirement for a given measurement point, the student will be dismissed with an opportunity to appeal.

Incompletes

I grades are given only when students who have the ability to be successful in the course(s) and are making satisfactory academic progress (SAP) as of their scheduled SAP review point, but for valid reasons are unable to complete the semester’s work. For students requesting an incomplete for Pre-College courses may only (a) be approved for their first attempt of that specific Pre-College course, not the second, and (b) within the 24 credit hour timeframe. (See Catalog section Pre-College Courses).

Students must initiate arrangements with the assigned instructor(s) or the Dean of Instructor in the instructor’s absence prior to the end of the course in question, to complete the required Incomplete Request Form. The form will be reviewed by the instructor(s) and Dean of Instruction. If approved, the completed work must be submitted to the instructor (or Designee) within either (a) seven (7) weeks from the course end date (not including the break) for courses delivered over 15 weeks, or (b) four (4) weeks from the course end date (not including the break) for courses delivered over 7.5 weeks. If the coursework remains incomplete, the grade of I will be replaced by the final earned grade, which will account for completion of required course objectives and zeroes for any missing graded assignments. Permission for additional time beyond the aforementioned seven (7) weeks or four (4) weeks, depending on the course delivery length, to complete the course requirements may only be granted in the discretion of the chief academic official at the campus.
Grading System

This grading system went into effect for the May 2013 semester.

<table>
<thead>
<tr>
<th>Point Value per semester grade credit</th>
<th>Percentage Grade</th>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>90-100%</td>
<td>A</td>
<td>Excellent - Performance of the student has been of the highest level, showing sustained excellence in meeting course requirements.</td>
</tr>
<tr>
<td>3.5</td>
<td>85-89%</td>
<td>B+</td>
<td>Very Good - Performance of the student has been very good, though not at the highest level.</td>
</tr>
<tr>
<td>3.0</td>
<td>80-84%</td>
<td>B</td>
<td>Good - Performance of the student has been good, though not of the highest level.</td>
</tr>
<tr>
<td>2.5</td>
<td>75-79%</td>
<td>C+</td>
<td>Satisfactory - Performance of the student has been more than adequate, satisfactorily meeting the course requirements.</td>
</tr>
<tr>
<td>2.0</td>
<td>70-74%</td>
<td>C</td>
<td>Fair - Performance of the student has been acceptable, adequately meeting the course requirements to pass and earn credit.</td>
</tr>
<tr>
<td>1.5</td>
<td>65-69%</td>
<td>D+</td>
<td>Poor - Performance of the student has been poor, however, is passing and worthy of credit. The D+ grade does not apply to AHLT, BIOL, NURS, CHEM, LPVN, OTAP, &amp; PTA courses.</td>
</tr>
<tr>
<td>0</td>
<td>64% or less</td>
<td>F</td>
<td>Failure - Performance of the student failed to meet course requirements therefore no credit is earned.</td>
</tr>
<tr>
<td>-</td>
<td>W</td>
<td>Withdrawals through Academic Week Nine (9)</td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>WF</td>
<td>Withdrawals After the End of Academic Week Nine (9)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>M</td>
<td>Withdrawal with written notice reason of service in the uniformed services.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>T</td>
<td>Transfer (non-graded transfer credit or credit transferred prior to 9/2009)</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>X</td>
<td>Credit by Examination / Prior Learning Assessment</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>NP</td>
<td>No pass</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>Z</td>
<td>Grade not submitted</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>S</td>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>U</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

Withdrawals

The grade of W is assigned to course withdrawals made after the drop/add period and through the academic week nine (9). The grade of WF is assigned to course withdrawals after the end of academic week nine (9). Students are cautioned to meet with an academic advisor prior to course withdrawal, since an accumulation of W or WF grades may impact the quantitative component of SAP and eligibility for financial aid.

Transfer Credits

For those credits Bryant & Stratton College accepts from another educational institution after September 2009, the grades the student earned for those credits transfer with the credits and are used in computation of the student’s CGPA and pace at Bryant & Stratton College. In this way, transfer credits will be taken into account for purposes of measuring both the qualitative and quantitative components of SAP.

A student who proceeds from one academic program at Bryant & Stratton College to another at Bryant & Stratton College will not be considered a transfer student and will have any and all credits applicable to the new program counted as credit toward receiving a degree in the new program. Credits inapplicable to the new program will not be factored into the student’s SAP.

M Credits

M credits are assigned to students who apply for readmission after withdrawal due to service in the uniformed services M credits are not calculated into the CGPA or pace.

Credits Earned by Examination or Prior Learning Assessment

Credits earned by examination are assigned the X grade and are not calculated into the CGPA, but are considered attempted credits for purposes of the quantitative component of SAP (pace).

Seminars, Non-credit and Pre-college Courses

Non-credit courses and/or seminars are assigned the grades of P and NP. These grades are not calculated in the CGPA of students and they are not considered in the quantitative component (pace) of SAP. However, students will be allowed only two (2) attempts to pass each required pre-college course. Any effort that ends in an NP grade constitutes an attempt. The two attempts must be made in consecutive terms of enrollment. Students who do not pass a pre-college course after a second attempt will be dismissed from Bryant & Stratton College regardless of the grades they earn in their core courses.
Students taking pre-college courses must be scheduled for those courses within the first 24 credits of study. Full-time students who fail to complete their pre-college requirements by the end of their second semester of enrollment will be dismissed from Bryant & Stratton College. Part-time students may have until the end of their third semester of enrollment to complete their pre-college requirements. However, some state aid is jeopardized when students do not complete their pre-college requirements by the end of the second semester.

The ability to complete missing work through the Incomplete process (see Catalog section Incompletes), is available for Pre-College Math and Pre-College English course attempts with the approval of the Dean and assigned instructor. For students nearing the 24-credit deadline for completion of all pre-college requirements, the timeline for work completion (i.e., seven (7) weeks from the end of the course end date for 15-week courses, or Four (4) weeks from the end of the course end date for 7.5 week courses), as defined in the Incompletes section of the Catalog, will be allowed, however close monitoring of students’ performance and ability by academic and financial aid managers will be conducted. If the pre-college incomplete does not result in a grade of P immediately following the 24-credit pre-college deadline, the student will be dismissed from the college. Students will not be approved for a grade of I if the student is taking the specific Pre-College course a second time in the consecutive term or 24-credit time frame.

Repeated Courses:
Students may retake courses under certain circumstances. Each time the student takes the course is considered an attempt for purposes of calculating the quantitative component (pace) of SAP. For purposes of calculation CGPA, Bryant & Stratton College will replace the original course grade with the grade for the subsequent attempt, regardless of which grade is better. If a student chooses to retake a course for which he or she has already earned a passing grade, the repeated attempt grade will be used in calculation for the CGPA; however, each of the two grades earned for the course will be part of the calculation of the GPA for the term in which each grade was earned. Bryant & Stratton College will not award credit or Title IV funds for a student to retake a course if:
1) The student previously passed the course, retook the course once, and is taking the course for a third or subsequent time;
2) The student previously passed the course and is retaking the course to rectify his or her failure in another course or courses;
3) The student is retaking a pre-college course that would place him or her in excess of the one academic year’s worth of pre-college credits limitation;
4) Retaking the course would place the student in violation of any of Bryant & Stratton College’s academic policies.

### ACADEMIC PERFORMANCE MEASUREMENT CRITERIA

#### DIPLOMA PROGRAMS: 30-36 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>16-30</td>
<td>1.8</td>
<td>55%</td>
</tr>
<tr>
<td>31-66*</td>
<td>1.8</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### DIPLOMA PROGRAMS: 41 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>1.5</td>
<td>55%</td>
</tr>
<tr>
<td>31-45*</td>
<td>2.0</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### ASSOCIATE DEGREE PROGRAMS: 60 – 67 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>96-108*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### ASSOCIATE DEGREE PROGRAMS: 71 -73 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>96-108*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

#### BACHELOR DEGREE PROGRAMS: 120 - 125 CREDITS

<table>
<thead>
<tr>
<th>Credits Attempted</th>
<th>Minimum CGPA</th>
<th>Percentage of Successfully Completed Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-47</td>
<td>1.25</td>
<td>55%</td>
</tr>
<tr>
<td>48-71</td>
<td>1.50</td>
<td>60%</td>
</tr>
<tr>
<td>72-95</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>96-119</td>
<td>2.00</td>
<td>63%</td>
</tr>
<tr>
<td>120-143</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>144-167</td>
<td>2.00</td>
<td>65%</td>
</tr>
<tr>
<td>168-180*</td>
<td>2.00</td>
<td>67%</td>
</tr>
</tbody>
</table>

Note that at any measuring point where a student’s CGPA and/or minimum number of credits successfully completed are so low that it is mathematically impossible for the student to meet SAP requirements by the next measurement interval, the student will be dismissed.

*Students must successfully complete their program within the MTF. For this reason, students will have SAP measured for the last time when attempting 150% of credits in the program (e.g. 45 credits for 30 credit diploma program, 90 credits for 60 credit program, 101 credits for a 67-credit program, 108 credits for a 71-73 credit program, 180 credits for a 120 credit program). A degree or diploma cannot be awarded to a student who does not meet SAP at this final measurement point.

Standards of Satisfactory Academic Progress are subject to change. Students will be informed of all changes prior to implementation. The charts are to be used in conjunction with any applicable additional criteria outlined in the policy.
D. Grades That Are Included in CGPA and Completion Pace Calculation
- Credits earned from the grades of A, B+, B, C+, C, D+, D, F, and W, are considered attempted, graded credit hours that affect both the CGPA and completion pace.
- If Bryant & Stratton College accepts credits from another educational institution, the grades the student earned for those credits (other than “Pass” or “Satisfactory” grades) transfer with the credits and are used in computation of the student’s CGPA at Bryant & Stratton College.

E. Grades That Are Included in Completion (Pace) Calculation Only
The grades of X, S, T, U, P, and W, are not considered in calculating CGPA. However, X, S, T, U, P, and W credits are considered attempted credits for purposes of assessing whether the student is progressing at a pace to graduate within the MTF. Credits earned from W and U grades are considered attempted but not completed. Credits earned from the X, S, P and T grades are considered attempted credits and successfully completed.

F. Grades That Are Not Included in Either CGPA or Completion Pace Calculation
P and NP are not considered in calculating either CGPA or completion pace because they are applied only to courses whose credits do not count toward completion of course credit requirements for any Bryant & Stratton College degree. Grades of P and NP are assigned to courses that do not fulfill graduation requirements. M and I likewise are not considered in calculating CGPA or pace because they are temporary grades that will convert to other grades once the course is completed or the student withdraws from the course.

G. Satisfactory Academic Progress Charts SAP Measurement Points
Measurement of SAP will occur at the end of semesters either at intervals of 12 months or at intervals of 24 attempted credits, whichever comes first. In no case will a measurement point exceed 12 months. Also, there may be cases where the measurement point will occur at shorter intervals for students whose Academic Plans require more frequent measurement points.
Finally, students’ CGPA will be measured when the student has been at Bryant & Stratton College for four semesters regardless of his or her enrollment status. In other words, even if the student has not been continuously enrolled in his program for all of his or her first four semesters at the College, the student’s CGPA will be measured at the end of the fourth semester.

All students who fail to successfully complete the required percentage of attempted credits or the required grade point averages at the scheduled measurement points will be dismissed subject to any right to appeal. The Standards of Academic Progress Charts provided apply to all students.

H. Consequences of Failure to Meet Satisfactory Academic Progress Standards
Failure to maintain quantitative and/or qualitative SAP standards at any measurement point or in accordance with the terms of a student’s Academic Plan will result in dismissal subject to any right to appeal.

Probation: When SAP is not achieved either by failing at a measurement point to successfully complete the minimum percentage of credit hours attempted, by failing at a measurement point or at the end of the fourth semester to maintain the minimum CGPA, students are dismissed unless they successfully appeal. If the student successfully appeals, he or she is placed on probation for one semester. Probationary students are eligible for Title IV financial aid. However, if at the end of the probationary semester, the student’s CGPA or MTF completion pace fails to meet the requirements of an approved Academic Plan, the student will be dismissed. Dismissed students may petition for readmission on a probationary status after sitting out at least one term under the procedures and requirements set forth by Bryant & Stratton College.

In addition, a student on an approved Academic Plan who meets the requirements for the probationary semester will be dismissed without the opportunity to appeal if the student at the next scheduled measurement point fails to meet SAP requirements set forth in the Academic Plan. However, such a dismissed student may petition for readmission in a probationary status after sitting out at least one semester under the procedures and requirements set forth by Bryant & Stratton College.

Removal of probation may be achieved by meeting the requirements of the Academic Plan approved for the student by the end of the probationary semester.

- Dismissal: Students will be dismissed when:
  - They have successfully appealed a determination that they did not meet SAP requirements and have been placed on probation but failed at any scheduled measurement point to meet the requirements of their Academic Plan; or
  - At a measurement point (including the fourth semester point-CGPA only), they have failed to achieve the required CGPA and/or completion rate (pace) of these SAP standards and the students failed to appeal the determination that they are not meeting SAP grades or they appealed and were not successful.

- Appeal: Students may appeal a determination that they do not meet SAP standards and that they are therefore subject to dismissal. A student who does not prevail in such an appeal will be dismissed. However, such a dismissed student may petition for readmission after at least one semester not enrolled at Bryant & Stratton College.

Such petition will be granted only if the student can establish mitigating circumstances as defined in this policy and changes in the student’s situation since his or her dismissal that would allow the student to demonstrate satisfactory academic progress at the next evaluation. Likewise, a student who fails to submit a timely appeal will be dismissed without the right to appeal but with the right to petition for readmission under the mitigating circumstances standard after sitting out one semester. Students who do prevail in such an appeal and subsequently fail to meet the requirements of their Academic Plan at either the end of the probationary semester or the next scheduled measurement point following the probationary semester will also be dismissed without the right to appeal, but with the right to petition for readmission under the mitigating circumstances standard after sitting out one semester.

Mitigating circumstances are those that are beyond the student’s control, such as: 1) serious illness or injury to the student; 2) death or serious illness of an immediate family member; or 3) other special circumstances that could not have been foreseen.

Multiple SAP appeals are permitted only when:
1. The student fails to meet these SAP requirements, successfully appeals, meets the requirements of the Academic Plan for the probationary semester and for the next scheduled measurement point, but then fails to meet SAP/Academic Plan requirements thereafter; or
2. The student successfully seeks a multiple appeal through pursuant to Bryant & Stratton College’s disability accommodation policy and procedures.

Campus based students must submit such appeals to the Designated Campus Academic Administrator (DCAA) within seven (7) calendar days of the date of notification of the decision to dismiss for failure to meet SAP standards. Online Education students must submit appeals at least one (1) day prior to the start of the next session.

Students submitting such appeals must establish with documented proof that mitigating circumstances prevented them from achieving the required SAP standing.
In addition, such appeal must be accompanied with documented proof of what has changed in the student’s situation that will allow the student to demonstrate satisfactory academic progress at the next scheduled measurement point. In addition, all appealing students should provide an appeal statement explaining why the student believes the appeal should be granted. Documented proof of mitigating circumstances should include signed letters or statements from relevant third parties, signed letters or statements from a medical doctor, copies of death certificates or obituaries, or other documentation establishing or corroborating the mitigating circumstances.

- After receipt of the appeal, the DCBAA will forward the appeal to the Academic Review Committee, which evaluates the appeal and will attempt to render a decision within seven (7) calendar days of the Committee’s receipt of the appeal.
- If an appeal is granted, the student will be permitted to enroll in a matriculated status.

Appeals granted due to mitigating circumstances are, in effect, a modification of Bryant & Stratton College’s published SAP standards for that student. However, the Academic Review Committee, in decisions granting mitigating circumstances appeals, will set out in an Academic Plan the particular academic requirements the student must meet at the end of the probationary semester and thereafter. In no case will an Academic Plan’s measurement points be less frequent than required of other students as set forth in this policy. The Academic Review Committee may permit a student who cannot meet the SAP standards in the charts in the probationary semester to meet alternative quantitative and qualitative thresholds by the end of the probationary semester pursuant to an Academic Plan, as defined above. All students who prevail in a mitigating circumstance appeal will be on probation for the first semester following the semester in which the student failed to meet SAP standards (the probationary semester).

- A student who prevails in an appeal may be paid Title IV funds for the probationary semester if the student is otherwise eligible for such funds.
- A student who is not successful in an appeal will be dismissed from Bryant & Stratton College.
- Decisions of the Academic Review Committee, Dean or Campus Director are final.

A dismissed student may petition for re-admission under the procedures of Bryant & Stratton College after at least one semester not enrolled at Bryant & Stratton College.

Readmission will be permitted only if the student can establish “mitigating circumstances” as defined in this policy and changes in the student’s situation since his or her dismissal that would allow the student to demonstrate SAP by the end of the student’s probationary semester after readmission. Such a student would be admitted in a probationary status with an Academic Plan.

Because these standards are based upon the federal minimum academic progress requirements for a student to be able to maintain eligibility for Title IV aid, a student subject to dismissal is also a student subject to the loss of Title IV eligibility. Likewise, a student who successfully appeals a determination that he or she is not meeting SAP requirements will also be eligible for Title IV aid while the student is on probation and subsequent to successful completion of the probationary period if he or she is otherwise eligible.

I. Multi-Credential Status Students

Students petitioning for multi-credential status, who have not yet graduated from their primary program, will be subject to the Satisfactory Academic Progress Chart that applies to their primary program. Once such students have graduated from their primary program and have been re-classified to their secondary program, they will be subject to the Satisfactory Academic Progress Chart that applies to their secondary program. The credits already attempted in the student’s primary program that will be credited toward the secondary program will be considered in assessing SAP in the secondary. Thus, the first measurement point for students entering a secondary program will be that which applies after taking into account the number of months that have passed and the attempted credits since the last measurement point during the primary program.

J. Program Changes:

Students who change programs are required to meet all curriculum requirements in effect at the time of their return as well as the satisfactory academic progress requirements that apply to their program. All credits earned during prior enrollment will be assessed for validity to current programs. Some credits earned in the past may not be applicable to the contemporary curriculum and technology changes.

K. Students Who Apply for Readmission After Withdrawal Due to Service in Uniformed Services

A student who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, “service in the uniformed services” who must withdraw from Bryant & Stratton College by reason of service in the uniformed services will be entitled to readmission to Bryant & Stratton College if: 1) the student (or an appropriate officer of the Armed Forces or official of the Department of Defense) gives advance written or verbal notice of such service to the DCAA; 2) the cumulative length of the absence and all previous absences from Bryant & Stratton College by reason of service in the uniformed services does not exceed five years; and 3) the student submits a notification of intent to re-enroll in Bryant & Stratton College no later than three years after the completion of the period of service, except as stated below.

The term “service in the uniformed services” means service (whether voluntary or involuntary) on active duty in the Armed Forces, including such service by a member of the National Guard or Reserve, for a period of more than 30 days under a call or order to active duty of more than 30 days. A dependent spouse may withdraw from BSC provided they present the sponsor’s change of duty station (out of the local area) or extended TAD/TDY orders (out of the local area and in excess of 90 days) to the Dean of Student Services immediately upon receipt by the sponsor. All other stipulations regarding grades and time frames in which to return to BSC for course completion IAW provided in Policy #19 apply.

In calculating the cumulative length of the absence and all previous absences, the following time in service will be excluded: 1) service that is required, beyond five years, to complete an initial period of obligated service during which the student was unable to obtain orders releasing such student from a period of service in the uniformed services before the expiration of such five-year period and such inability was through no fault of such student; 2) service performed by a member of the Armed Forces (including the National Guard and Reserve) who is (a) ordered to or retained on active duty under section 808, 12301(a), 12301(g), 12302, 12304, or 12305 of title 10, United States Code, or under section 331, 332, 359, 360, 367, or 712 of title 14, United States Code, (b) ordered to or retained on active duty (other than for training) under any provision of law because of a war or national emergency declared by the President or the Congress, as determined by the Secretary concerned, (c) ordered to active duty (other than for training) in support, as determined by the Secretary concerned, of an operational mission for which personnel have been ordered to active duty under section 12304 of title 10, United States Code, (d) ordered to active duty in support, as determined by the Secretary concerned, of a critical mission or requirement of the Armed Forces (including the National Guard or Reserve), or (e) called into Federal service as a member of the National Guard under chapter 15 of title 10, United States Code, or section 12406 of title 10, United States Code.
In addition, if the student is hospitalized for or convalescing from an illness or injury incurred or aggravated during the performance of service in the uniformed services, notice of intent to reenroll must be submitted no later than two years after the end of the period that is necessary for recovery from such illness or injury.

No advance written or verbal notice will be required if the giving of such notice is precluded by military necessity, such as 1) a mission, operation, exercise, or requirement that is classified; or 2) a pending or ongoing mission, operation, exercise, or requirement that may be compromised or otherwise adversely affected by public knowledge. Also, a student (or an appropriate officer of the Armed Forces or official of the Department of Defense) who did not give advance written or verbal notice of service to the appropriate official at Bryant & Stratton College as set forth above, may meet the notice requirement by submitting, at the time the student seeks readmission, a written attestation to Bryant & Stratton College that the student performed service in the uniformed services that necessitated the student’s absence from Bryant & Stratton College.

A student who submits an application for readmission shall provide to Bryant & Stratton College documentation to establish that: 1) the student was required to withdraw from Bryant & Stratton College because of service in the uniformed services (written orders may meet this requirement); 2) the student has not exceeded the service limitations established under this section; and 3) the student’s eligibility for readmission has not been terminated due to separation from the Armed Services due to a dishonorable or bad conduct discharge; a dismissal of such person permitted under section 1161(a) of title 10, United States Code; or a dropping of such person from the rolls pursuant to section 1161(b) of title 10, United States Code.

Bryant & Stratton College will not delay or attempt to avoid a readmission of a student under this section by demanding documentation that does not exist, or is not readily available, at the time of readmission.

A student’s eligibility for readmission to an institution of higher education under this section by reason of such student’s service in the uniformed services terminates upon the occurrence of any of the following events: 1) a separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge; 2) a dismissal of such person permitted under section 1161(a) of title 10, United States Code; or 3) a dropping of such person from the rolls pursuant to section 1161(b) of title 10, United States Code.

A student who is readmitted to Bryant & Stratton College under this section will be readmitted with the same academic status as such student had when such student last attended the College.

Students who provide to Bryant & Stratton College advance written notice with documentation, such as written orders, establishing that they must withdraw from Bryant & Stratton College by reason of service in the uniformed services will receive the grade of M for courses they were unable to finish as a result of the service in the uniformed services. Students who are exempt from the advance notice requirement under the terms of this section may receive the grade of M for these courses upon request if they are eligible and granted readmission under this section.

L. Nursing, Physical Therapist Assistant, and Occupational Therapy Assistant Programs

Students in the Nursing, Physical Therapy Assistant, and Occupational Therapy Assistant (AAS) programs must maintain the standard in the Standards of Academic Progress to remain a student with Bryant & Stratton College. However, to remain a student in these degree programs, the student must also meet the academic standards set forth in the Program Student Handbook. Failure to meet the program’s academic standard will result in a student’s release from the degree program, but not from Bryant & Stratton College if the student has met the SAP standards set forth in this catalog.

M. Grade Appeal Procedures

The Academic Office, upon completion of each semester, issues final grade reports. Transcripts are maintained in a permanent academic database indefinitely. Students with questions or challenges about any grade should first contact the instructor no later than two (2) weeks after the issuance of grades.

Students appealing a grade must complete a written Grade Appeal form and submit it to the Dean of Instruction within two (2) weeks after the issuance of grades. The grade appeal will be investigated, and the decision of the instructor and the Dean of Instruction to whom the appeal was submitted will be final. In cases of disagreement between the instructor and the Dean, the Campus Director will make the final decision. A grade appeal is distinct from and different than an SAP appeal, as previously covered.

N. Undergraduate Unit of Credit

Bryant & Stratton College follows the guidelines of a traditional Carnegie Unit as a measure of academic credit. The unit is referred to as a ‘semester credit hour’ as the primary measure by which progress toward an academic credential is gauged.

An academic period is a 15-week semester. The semester credit hour is typically granted for satisfactory completion of one 50-minute session of instruction per week for a 15-week long semester. This basic measure is adjusted proportionately to reflect the format of study such as on ground, online, or blended (hybrid) format; and the academic calendar, whether full semester or session (modular) format.

For all programs with the exception of Nursing, OTA, PTA, and Medical Assisting, the actual amount of academic activity that goes into a single semester credit hour is calculated as follows: one semester unit of credit is equivalent to 15 fifty-minute hours of classroom/lecture/discussion and outside preparation, 30 fifty-minute hours of laboratory/study, or 45 fifty-minute hours of internship or a combination of all three.

For the clinical programs of nursing, OTA, PTA and medical assisting; one semester credit semester unit of credit is equivalent to 15 fifty-minute hours of classroom lecture/discussion, 3 sixty-minute hours of laboratory or 3-6 sixty-minute hours of clinical/internship hours for every credit designated or a combination of all three.

Virtual Library

Bryant & Stratton College’s Virtual Library supports the educational programs of the College by meeting the critical information needs of students, faculty, staff, and alumni. The Virtual Library is a gateway to reference materials and program resources including a broad array of full-text and academic online databases to support programs of study. Academic reference librarians are available to assist students either in person or online 24 hours a day, 7 days a week. Bryant & Stratton College’s Virtual Library also provides access to electronic books, select web resources, tutorials, and course reserve materials.

Online Tutoring (SMARTHINKING™)

Bryant & Stratton College offers students real-time, 24/7 online tutorial support through SMARTHINKING. Students may access free tutoring in math, accounting, economics, statistics and biology. Attached to SMARTHINKING is the Online Writing Lab (OWL) where students can submit writing assignments returned in 24 hours with critique. For more information regarding online tutorial services, see an advisor, learning lab coordinator or dean.

ACADEMIC HONORS

Dean’s List

At the end of each semester, Bryant & Stratton College recognizes the academic achievement of students who have earned grade point averages of 3.30 to 4.0. To be eligible for Dean’s List status, students must have successfully completed at least 12 semester credit hours in the semester just ended and have earned grades of C or better. Grades of D+, F, I, NF, or academic dismissal or probation status makes a student ineligible for the Dean’s List for the semester in which those grades were earned.
Graduation Honors
At commencement exercises, eligible degree candidates receive recognition for academic excellence as follows:
- Summa Cum Laude (Highest Distinction) - Cumulative grade point average from 3.77 to 4.0
- Magna Cum Laude (High Distinction) - Cumulative grade point average from 3.54 to 3.76
- Cum Laude (Distinction) - Cumulative grade point average from 3.30 to 3.53

Honor Awards and Honor Societies
There are a number of honor awards that are attainable and honor societies that are active on designated Bryant & Stratton College campuses. Students are encouraged to seek specific information and academic requirements from the Academic Dean at the campus.

Student Life
Policies And Procedures
Non-Discrimination Policy
Consistent with its obligations under governing laws, Bryant and Stratton College prohibits discrimination on the basis of race, color, national origin, age, sex, perceived gender identity, disability, religion, or any other characteristic protected by governing law in the administration of its educational policies, admission policies, scholarship and loan programs, and other College-administered programs.

It is the policy of Bryant and Stratton College to comply with:
- Section 504 of the Rehabilitation Act of 1973 (Section 504) and its regulations, which prohibit discrimination on the basis of disability. It is also the policy of Bryant & Stratton College to comply with the Americans with Disabilities Act of 1990 (ADA). Accordingly, Bryant & Stratton College does not discriminate on the basis of disability in admission or access to, or treatment or employment in, educational programs and activities. In addition, Bryant & Stratton College abides by its obligation to provide academic adjustments with auxiliary aids and services as are necessary for qualified students with disabilities as required by Section 504 and/or the ADA.
- Title IX of the Education Amendments of 1972 and its regulations, which prohibit discrimination on the basis of sex. This requirement not to discriminate extends not only to students but to applicants to Bryant & Stratton College. Moreover, this policy of non-discrimination includes a prohibition on sexual harassment and sexual violence.
- The Age Discrimination Act of 1975 and its regulations, which prohibit certain discrimination on the basis of age. Accordingly, Bryant & Stratton College does not illegally discriminate on the basis of age.

An individual may contact either the Americans with Disabilities Act (ADA) / 504 Coordinator or the Grievance Coordinator with matters related to compliance with disabilities laws. For matters related to compliance with other anti-discrimination provisions individuals may contact the Grievance Coordinator. See the Civil Rights and Other Non-Academic Grievances Directory posted to the College website at www.bryantstratton.edu.

If the individual has a complaint regarding a matter related to discrimination on the basis of race, color, national origin, age, sex, perceived gender identity, disability, or religion, students may elect to use these grievance procedures.

Student Conduct
Student Code of Conduct/Dismissal Policy
Students should conduct themselves in a manner consistent with the College’s educational mission. The term “student” includes all persons enrolled and taking courses at the College, either full-time or part-time. This Student Code of Conduct applies to students at all locations of Bryant & Stratton College including students of Online Education. Students at the College are expected to conduct themselves honestly, ethically, and meet the highest standards of personal integrity and to comply with the Student Code of Conduct. Conduct in violation of this Code either on-campus or at school-related activities, including online activities, or that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct is subject to appropriate disciplinary action.

Prohibited Conduct
Students may be subject to discipline up to suspension or dismissal from Bryant & Stratton College for poor conduct including but not limited to:
- Acts of dishonesty, including but not limited to the following:
  - Cheating
    - The term “cheating” includes, but is not limited to: (1) inappropriate collaboration or carrying out conduct which the student knew or should have known provided him was an unfair advantage in the course; (2) using any course materials for which distribution and use has been specifically prohibited by the instructor. This includes but is not limited to, materials found on crowdsourcing source sites, such as Course Hero, Grade Buddy, and Koofers, which contain materials such as graded quizzes and exams, homework answers, etc., along with any questions that are or might be intended for future quizzes and exams; (3) sabotage; (4) falsification; bribery; (5) the use of any unauthorized assistance in taking quizzes, tests, or examinations; (6) use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (7) the acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff; (8) theft of another student or person’s academic work; and (9) engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
  - Plagiarism
    - The term “plagiarism” includes but is not limited to (1) “self-plagiarism,” which includes a student reusing significant, identical, or nearly identical portions of his or her own work without acknowledging that one is doing so or without citing the original work; (2) the use of purchased reports or other material represented as the student work; (3) the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear attribution; and (4) the unattributed use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- Other Forms of Academic Dishonesty:
  - Illegal downloading or unauthorized distribution of copyrighted materials using the College’s information technology system. The College’s procedures for addressing students unauthorized distribution of copyrighted materials and an explanation of the sanctions to be imposed for copyright infringement are set forth in this Catalog.
  - Furnishing false information to any College official.
  - Forgery, alteration, or misuse of any College document, record, or instrument of identification.
  - Disruption or obstruction of teaching, research, administration, disciplinary proceedings or other College activity, including an on or off campus service function, an authorized non-college event held on the college premises or online. Examples of such activities include, but are not limited to the following:
• Participating in an on-campus or off-campus demonstration, riot, or activity that disrupts the normal operations of the College or infringes on the rights of other members of the College community, leading or inciting others to disrupt scheduled or normal activities within any campus building or area. This includes such activities carried out on the online environment such as online posting of defamatory content about the Bryant & Stratton College community.

• Obstruction of the free flow of pedestrian or vehicular traffic on College premises or at College-sponsored or supervised functions.

• Conduct that is disorderly, loud, or indecent; breach of peace, or aiding, abetting, or procuring another person to breach the peace on College premises including the Bryant & Stratton College online environment, or at functions sponsored by, or participated in by, the College or members of the academic community. This includes but is not limited to: any unauthorized use of electronic or other devices to make an audio, video, digital, or any other electronic record of any person while on Campus premises, including the Bryant & Stratton College online environment, without his/her prior knowledge or effective consent when such a recording is likely to cause injury or distress. An example of such conduct is surreptitiously taking photos of another person in a gym, locker room or restroom.

• Drunken or disorderly behavior on College property or at functions sponsored or supervised by the College.

Conduct that threatens or endangers the health or safety of any person including oneself, on College property, including the Bryant & Stratton College online environment, or at functions sponsored or supervised by the College. This includes but is not limited to:

• Sexual Harassment - Sexual Harassment is conduct of a sexual nature that is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the education program, or to create a hostile or abusive educational environment. While the following list is not exhaustive, the following is a list of examples of conduct that in certain circumstances and contexts may constitute sexual harassment:
  ○ Threatening to fail a student unless the student agrees to date the teacher.
  ○ Offering employment or educational benefits in exchange for sexual favors.
  ○ Making or threatening reprisals after a negative response to sexual advances.
  ○ Graphic verbal comments about an individual’s body or appearance.
  ○ Unwelcome sexual flirtations or propositions for sexual activity.
  ○ Unwelcome demands for or suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates.
  ○ Spreading sexual rumors.
  ○ Touching an individual’s body or clothes (including one’s own) in a sexual way, including, but not limited to, grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, and fondling.
  ○ Cornering or blocking of normal movements.
  ○ Displaying or sending sexually suggestive drawings, images, pictures, written materials, cartoons, letters, notes and objects in the work/educational environment, regardless of the medium.

• Dating Violence - Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party’s statement and with the consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
  ○ Dating violence include, but is not limited to, sexual or physical abuse or the threat of such abuse.
  ○ Dating violence does not include acts covered under the definition of domestic violence

• Domestic Violence - A felony or misdemeanor crime of violence committed by:
  ○ A current or former spouse or intimate partner of the victim
  ○ A person with whom the victim shares a child in common
  ○ A person who is cohabitating with, or has cohabitated with, the victim, a spouse or intimate partner
  ○ A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred or –
  ○ Any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

• Stalking - Engaging in a course of conduct directly at a specific person that would cause a reasonable person to:
  ○ Fear for the person’s safety or the safety of others, or
  ○ Suffer substantial emotional distress.

• Hate Crimes - A crime reported to local police agencies or to a campus security authority that manifests evidence that the victim was intentionally selected because of the perpetrator’s bias against the victim. For the purposes of this section, the categories of bias include the victim’s actual or perceived race, religion, gender, perceived gender identity, sexual orientation, ethnicity, national origin, and disability.

• Sexual Assault:
  ○ Rape: The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
  ○ Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.
  ○ Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
  ○ Statutory Rape: Sexual intercourse with a person who is under the statutory age of consent.

• Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens, harasses, intimidates, humiliates, or endangers any person regardless of the geographic location of such activity. This includes, but is not limited to, any violation of the College’s Non-Discrimination, Non-Harassment and Non-Retaliation policies and the above-listed conduct carried out in social media and other online environments.

• Hazing that endangers the mental or physical health or safety of a student or other members of the College community, or the destruction or removal of public or private property, for the purpose of initiation, admission into, affiliation with, or a condition for continued membership in, group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts, they are violations of this rule.

• Bias relate crimes where a member of the College community is singled out because of their perceived age, disability or sexual orientation. Under the New York State hate Crimes Act of 2000 (Section 485.05 of the NYS Penal Code), in addition to the criminal charges and the penalties a perpetrator must face for the “crime” element of a hate crime, the law allows for additional charges for the “hate” element as well. This significantly increase the crime the perpetrator is charged with as well as the penalties and time of imprisonment if convicted.

• Causation or creating fire;

• The illegal use, possession of, or tampering with safety measures or devices, including, but not limited to, alarm systems, fire exit signs, emergency telephone systems, smoke or heat detectors, fire hoses, security systems, doors, etc.

• Failing to conform to safety regulations, including, but not limited to, falsely reporting or circulating a false report of an incident (e.g. bomb, fire or other emergency), falsely reporting the use or possession of a firearm or explosive, or failing to evacuate facilities in a timely fashion in emergency situations or in response to fire alarms.
• Smoking in any indoor College buildings except in private suites and rooms in the residence halls that are duly designated as "smoking." Smoking is also prohibited within thirty feet (30') of exterior ventilation intake, within ten feet (10') of College building entrances and open windows, and in all exterior stairwells.
• Illegal or unauthorized possession of firearms, explosives or other weapons, or dangerous chemicals on College premises. In the event a student is licensed or otherwise permitted to carry a firearm and is required to carry a firearm even while off duty as a condition of his or her employment or service, prior to coming to campus with the firearm, the individual should present evidence of the licensure and evidence of the requirement to carry the firearm even while off-duty, so that the College can validate such a request.
• Failure to report to the Campus Director, Dean or local law enforcement agencies any knowledge of criminal activity on campus, including but not limited to murder, rape, robbery, aggravated assault, burglary, or motor vehicle theft. Such a report shall be provided in a manner that is timely and that will aid in the prevention of similar occurrences.
• Unauthorized use and misuse or abuse of College property, including, but not limited to the following:
  ○ Attempting to leave the library with library materials which have not been properly borrowed, unauthorized use of computer equipment, or misuse of College telephones.
  ○ Attempted or actual theft of or damage to College property or property of a member of the College community, or other personal or public property either on or off College premises. The term "College premises" includes the Bryant & Stratton College online environment, all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the College (including adjacent streets and sidewalks).
  ○ Unauthorized possession, duplication or use of keys to any College premises or unauthorized entry to or use of College premises including by Bryant & Stratton College online environment.

Theft or other abuse of the College's electronic or computer facilities and resources, including but not limited to:
• Unauthorized entry into a file.
• Unauthorized transfer of a file.
• Use of another individual’s identification and/or password.
• Use of electronic or computing facilities and resources to interfere with the work of another student, faculty member or College Official.
• Use of electronic or computing facilities and resources to send obscene or abusive message.
• Use of electronic or computing facilities and resources to interfere with normal operation of the College computing system.
• Use of electronic or computing facilities and resources in violation of copyright laws.
• Any violation of the College’s Computer Use Policy or the Copyrights Abuse policy.
• Use of electronic or computing facilities and resources for purposes other than education, academic, administrative, or research purposes of the College.
• Theft, damage or misuse of library or computer resources.

Failure to abide by applicable rules and policies, including but not limited to the following:
• Failure to comply with directions of College officials or law enforcement officers acting in performance of their duties or failure to identify oneself to these persons when requested to do so.
• Violation of any College published policy, rule, or regulation.
• Violation of any federal, state or local law.
• Violations of the conditions of a sanction imposed through College disciplinary procedures.
• Failure to abide by residence hall policies, procedures, guidelines, and regulations.
Sexual Misconduct Policy
Bryant & Stratton College condemns and prohibits sexual assault, sexual harassment, dating violence, domestic violence, stalking, and all forms of discrimination relating to one’s sex or perceived gender identity (hereinafter referred to in this Policy as “sexual misconduct”). Sexual misconduct is prohibited whether the misconduct occurs on or off campus. Acts of sexual misconduct, as defined in this Policy, are contrary to the College’s educational mission and values, are harmful to others, and will not be tolerated at Bryant & Stratton College.

The College seeks to create a climate free from sexual misconduct. In response to any report that a member of the Bryant & Stratton College community has engaged in sexual misconduct, the College will take all appropriate steps to eliminate the misconduct, prevent its recurrence and address its effects. These steps are set forth in this Policy.

This policy applies to all College community members, including students, employees, and independent contractors. The College will receive and address reports received from any individual, whether or not he or she is affiliated with Bryant & Stratton College, that a College community member has violated this policy. When used in this Policy, “employee” generally refers to both staff and faculty members. However, different complaint processes will apply depending on the role of the accused (student, non-faculty employees, and faculty members). Vendors, independent contractors, visitors, and others who conduct business with the College or on College property are also expected to comply with this policy.

Bryant & Stratton College recognizes that discrimination or harassment related to an individual’s sex or perceived gender identity, which is prohibited by this Policy, can occur in conjunction with discrimination or harassment related to an individual’s race, color, ethnicity, national origin, religion, age, disability, sexual orientation, or any other legally protected characteristics (“protected characteristics”). Targeting individuals on the basis of any protected characteristics violates the College’s Policy. When the misconduct alleges includes an allegation relating to a person’s sex or perceived gender identity, the College will apply the applicable provisions of this Sexual Misconduct Policy in carrying out the Disciplinary or Grievance Procedures below.

Student Sexual Misconduct Bill of Rights
All students have the right to:
1. Make a report to campus security, local law enforcement, and/or state police or choose not to report to the College;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful direction to health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family, and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

The accused and the victim have the right to have the disciplinary process run concurrently with any criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than ten (10) days except when law enforcement specifically requests and justifies a longer delay. They also have the right to review and present evidence available in the case file, or otherwise in the possession or control of the College, and relevant to the conduct in the case, consistent with these policies and procedures. Their own prior sexual history with persons other than the other party in the disciplinary process and their own mental health diagnosis and/or treatment will not be admitted in the disciplinary proceedings stage that determines responsibility but past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage that determines the sanction.

Procedures for Reporting and Confidentially Disclosing Sexual Violence and Sexual Harassment.
Bryant & Stratton College encourages victims of sexual violence or sexual harassment to talk to somebody about what happened so that victims can get the support they need, and the College can respond appropriately. Different employees on campus have different abilities to maintain a victim’s confidentiality.

Counselors: Professional, licensed counselors who provide mental health counseling to members of the College community (including those who act in that role under the supervision of a licensed counselor) are not required to report any information about an incident to College officials without a victim’s permission.

Non-professional Counselors and Advocates: Individuals who work or volunteer on campus at the Dean of Instruction or Campus Director offices can generally talk to a victim without revealing any personally identifying information about an incident to the College. A victim can seek assistance and support from these individuals without triggering a College investigation that could reveal the victim’s identity or that the victim disclosed the incident. However, these individuals will report the nature, date, time, and general location of an incident to the Judicial Officer. Before reporting any information to the Judicial Officer, these individuals will consult with the victim to ensure that no personally identifying details are shared with the Judicial Officer. A victim who speaks to a professional or non-professional counselor or advocate must understand that, if the victim wants to maintain confidentiality, the College will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. A victim who at first requests confidentiality may also decide to file a disciplinary complaint with the school or report the incident to campus security, local law enforcement and/or state police, and thus have the incident fully investigated. These counselors and advocates will provide the victim with assistance if the victim wishes to do so. NOTE: While these professional and non-professional counselors and advocates may maintain a victim’s confidentiality vis-à-vis the College, they may have reporting or other obligations under state law. ALSO NOTE: If the College determines that the alleged perpetrator(s) pose a serious and immediate threat to the College community law enforcement may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.
Responsible Employees: A “responsible employee” is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty. At Bryant & Stratton College the “responsible employees” are the Grievance Coordinators/Title IX Coordinator, the Judicial Officers, and the Director of Human Resources where the accused is an employee of the college.

When a victim tells a responsible employee about an incident of sexual violence, the victim has the right to expect the College to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. A responsible employee must report to the Grievance Coordinator or the Judicial Officer for the campus where the victim attends all relevant details about the alleged sexual violence shared by the victim and that the College will need to determine what happened, including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the College’s response to the report. A responsible employee should not share information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement.

Before a victim reveals any information to a responsible employee, the employee should ensure that the victim understands the employee’s reporting obligations and, if the victim wants to maintain confidentiality, direct the victim to confidential resources. If the victim wants to tell the responsible employee what happened but also maintain confidentiality, the employee should tell the victim that the College will consider the request, but cannot guarantee that the College will be able to honor it. In reporting the details of the incident to the Grievance Coordinator or Judicial Officer, the responsible employee will also inform the Coordinator or Officer of the victim’s request for confidentiality. Responsible employees will not pressure a victim to request confidentiality, but will honor and support the victim’s wishes, including for the College to fully investigate an incident. By the same token, responsible employees will not pressure a victim to make a full report if the victim is not ready to.

Individuals reporting sexual misconduct will be informed: “You have the right to make a report to campus security, local law enforcement, and/or state police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting an incident; and to receive assistance and resources from your institution.”

Requesting Confidentiality from the College: How the College Will Weigh the Request and Respond

Even College, office, and employees who cannot guarantee confidentiality will maintain a victim’s privacy to the greatest extent possible. Information conveyed to a non-confidential College resource will be relayed only as necessary for the Grievance Coordinator/Title IX Coordinator to investigate and/or seek a resolution.

If a victim discloses an incident to a responsible employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the College must weigh that request against the College’s obligation to provide a safe, non-discriminatory environment for all students, including the victim. If the College honors the request for confidentiality, a victim must understand that the College’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Although rare, there are times when the College may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students. The College has designated the following individual(s) to evaluate requests for confidentiality once a responsible employee is on notice of alleged sexual violence: Campus Director. When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, the Campus Director will consider a range of factors, including the following:

• Whether there have been other sexual violence complaints about the same alleged perpetrator;
• Whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
• Whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
• Whether the sexual violence was committed by multiple perpetrators;
• Whether the sexual violence was perpetrated with a weapon;
• Whether the victim is a minor;
• Whether the College possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
• Whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.
• Whether the incident represents an escalation in unlawful conduct on behalf of the accused from previously noted behavior;
• Whether the College possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group.

The presence of one or more of these factors could lead the College to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the College will likely respect the victim’s request for confidentiality.

If the College determines that it cannot maintain a victim’s confidentiality, the College will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the College’s response. The College will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or College employees, will not be tolerated. The College will also:

• Assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
• Provide other security and support, which could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
• Inform the victim of the right to report a crime to campus or local law enforcement and provide the victim with assistance if the victim wishes to do so. If, for example, the school has credible information that the alleged perpetrator has committed one or more prior rapes, the balance of factors would compel the school to investigate the allegation and, if appropriate, pursue disciplinary action. The College may not require a victim to participate in any investigation or disciplinary proceeding. Because the College is under a continuing obligation to address the issue of sexual violence campus-wide, reports of sexual violence (including non-identifying reports) will also prompt the College to consider broader remedial action such as increased monitoring, supervision or security at locations where the reported sexual violence occurred; increasing education and prevention efforts, including to targeted population groups; conducting climate assessments/victimization surveys; and/or revisiting its policies and practices.

If the College determines that it can respect a victim’s request for confidentiality, the College will also take immediate action as necessary to protect and assist the victim.

Miscellaneous
Take Back the Night and other public awareness events such as “Take Back the Night,” the Clothesline Project, candlelight protests, “survivor speak outs” or other forums in which students disclose incidents of sexual violence are not considered notice to the College of sexual violence for purposes of triggering its obligation to investigate any particular incident(s). Such events may, however, inform the need for campus-wide education and prevention efforts, and the College will provide information about students’ Title IX rights at these events.
Anonymous Reporting

Although the College encourages victims to talk to someone, the College provides a list of resources available to student for anonymous reporting. These resources are listed in the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf.

Drug/Alcohol Use Amnesty

The health and safety of every student at Bryant & Stratton College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Bryant & Stratton College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials.

A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to the College officials or law enforcement will not be subject to Bryant & Stratton's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Off-campus Counselors and Advocates.

Off-campus counselors, advocates, and health care providers will also generally maintain confidentiality and not share information with the College unless the victim requests the disclosure and signs a consent or waiver form. These resources are listed in the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf.

NOTE: While these off-campus counselors and advocates may maintain a victim's confidentiality vis-à-vis the College, they may have reporting or other obligations under state law.

Protective Measures Available to Victim of Dating Violence, Domestic Violence, Sexual Assault, or Stalking

To ensure the safety of its students, the College may impose the following measures:

• No contact or restraining order. If the accused, the victim, or the reporting individual observes each other in a public place, it will be the responsibility of the accused to leave the area immediately and without directly contacting reporting individual and/or the victim. Both the accused and the victim will, upon request and consistent with these policies, be afforded a prompt review, reasonable under the circumstances of the need for and terms of a no-contact order, including potential modification and will be allowed to submit evidence in support of his or her request. Bryant & Stratton may establish an appropriate schedule for the accused and the victim to access applicable institution buildings and property at a time when such buildings and property are not being accessed by the victim. The College’s security or other officials will assist in obtaining an order of protection or, if outside of New York State, an equivalent protective or restraining order. Both the victim and the accused have the right to an explanation of the consequences of violating a no-contact order, including but not limited to arrest, additional conduct charges, and interim suspension and to receive a copy of any such order or equivalent when received by the College and have an opportunity to meet or speak with a College representative, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the accused’s responsibility to stay away from the protected person or persons. The College will assist in effecting an arrest when an individual violates an order of protection by calling on and assisting local law enforcement in effecting an arrest for violating such order.

• When the accused or victim is a student determined to present a continuing threat to the health and safety of the community, to subject the accused or victim to interim suspension pending the outcome of the disciplinary process consistent with the law and the College’s policies and procedures. Both the accused or victim and the reporting individual shall, upon request and consistent with the College’s policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of his or her request;

• When the accused is not a student but is a member of the College’s community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and rules and policies of the institution;

• To obtain reasonable and available interim measures and accommodations that effect a change in academic, housing, employment, transportation or other applicable arrangements in order to help ensure safety, prevent retaliation and avoid an ongoing hostile environment, consistent with the College’s policies and procedures. Both the accused and the victim or reporting individual shall, upon request and consistent with the College’s policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request;

• Assistance from appropriate college representatives in initiating legal proceedings in family court or civil court.

Also, the College’s Annual Fire and Security Report found at https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf. contains contact information regarding services on and off campus available to victims for counseling, health care, mental health care, victim advocacy, and legal assistance.

Retaliation Policy

Any attempt by a student, faculty, or staff member to retaliate, intimidate, threaten, coerce, or otherwise discriminate against a person who makes a report of or who is otherwise involved in reporting, an investigation of, or a hearing for alleged violations of the College’s discrimination, harassment and sexual misconduct policies, is prohibited. Persons who believe that they have been retaliated against for making a complaint/report or for cooperating in an investigation or hearing should immediately contact the College’s Judicial Officer. Any person who retaliates against a person who has cooperated in an investigation and/or hearing is in violation of College policy and will be subject to disciplinary action.

False Reporting Policy

It is a violation of College policy to file a knowingly false or malicious complaint of alleged discrimination, harassment and/or sexual misconduct. A complaint against such conduct may be pursued using the steps followed for discrimination, harassment, and sexual misconduct related complaints as outlined in this policy (or catalog). A complaint filed in good faith under this provision shall not constitute retaliation.

Additional Definitions

Affirmative Consent to Sexual Activity

In assessing whether alleged sexual activity was consensual, Bryant & Stratton College will require that the consent be affirmative to consider it consensual. “Affirmative Consent” is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant’s sex, sexual orientation, gender identity, or gender expression.”
Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent may be initially given but withdrawn at any time.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

When consent is withdrawn or can no longer be given, sexual activity must stop.

**Complaint Resolution**

**Disciplinary Procedures versus Grievance Procedures**

Individuals with complaints regarding discrimination may have their concerns addressed in two different manners—a “grievance” or a “disciplinary” procedure. These are distinct procedures that serve different functions. The grievance procedure is used when a student has a complaint of discrimination, harassment, or some other offense against a member of the faculty or administration. However, these procedures do not apply in disputes about a grade assigned because a faculty member’s evaluation of the quality of a student’s work is final, unless it is alleged that the determination of the grade resulted from unlawful discrimination. Moreover, these procedures do not apply to any matter inherent in the academic freedom of an instructor, such as, for example, in regard to the syllabus or contents of a course of instruction. Any student may initiate a grievance by submitting a complaint to the Campus Grievance Coordinator who investigates and resolves the grievance.

A disciplinary procedure, however, is initiated by the College’s Judicial Officer and is used when there is an allegation of misconduct by another student. While a student may report a matter that may lead to a disciplinary action, only the Judicial Officer may initiate one.

The resolution in a grievance can include a variety of remedies depending on the facts alleged, but it is only a disciplinary procedure that can result in student suspension or expulsion.

Claims of sexual misconduct (dating violence, domestic violence, sexual assault, or stalking), whether raised in the context of a grievance or a disciplinary procedure will be referred to the Judicial Officer who will investigate and hear the matter through the disciplinary process instead of the grievance procedures. Allegations of sexual misconduct are handled with special considerations for the alleged victim and the accused as explained below.

Individuals reporting a Code of Conduct violation may withdraw a complaint or involvement from the College’s processes at any time.

**Student Disciplinary Procedures**

This section describes the procedures that are followed when a Judicial Officer, who is also the Title IX Coordinator, finds just cause to initiate a disciplinary proceeding resulting from an allegation of a student’s violation of the Code of Conduct or another applicable student conduct policy or where there is an allegation of a student sexual misconduct, as defined in these policies, by a member of the faculty or the administration. The Dean at each campus serves as the Judicial Officer. The Contact Directory for the name and contact information for the Judicial Officer at your campus is posted on the College website as an addendum to the catalog.

These procedures apply years-round regardless of whether an alleged code violation occurs on campus or off-campus, including the Bryant & Stratton College online environment; to functions sponsored or supervised by the College; and to any conduct that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct. These procedures are not intended to provide constitutional due process to students as would be required to be provided by a public institution. Bryant & Stratton College will attempt to resolve all disciplinary matters promptly, fairly, and impartially. Students may expect full resolution to take at least one month and possibly longer depending on the circumstances. Any deadline set forth below may be extended for good cause with written notice to the Charged Student and the accusing student of the delay and the reason for the delay.

**Filing a Disciplinary Complaint**

Any member of the College community may submit a report alleging a student’s violation(s) of the Student Code of Conduct or sexual misconduct carried out by a member of the faculty or administration. Any report should be submitted as soon as possible after the event takes place, preferably within fourteen (14) days. The report should be prepared in writing and directed to the Dean who will serve as the Judicial Officer in the matter. Judicial Officers and Code of Conduct Committee members involved with sexual misconduct allegations will receive annual training on issues related to dating violence, domestic violence, sexual assault, and stalking and on how to carry out an investigation and hearing in a manner that protects the safety of sexual misconduct victims and promotes accountability.

**Investigation**

The Judicial Officer will then conduct an investigation of the allegations. The Judicial Officer may not have a conflict of interest or bias against the accuser or the accused student. If the Judicial Officer determines that the allegations can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Judicial Officer, the Judicial Officer will dismiss the matter with proper record of the parties’ consent. Such disposition shall be final and there shall be no subsequent proceedings. The Judicial Officer will provide timely notice of meetings at which the Charged Student or the accusing student, or both may be present. The Charged Student and the accusing student will have timely and equal access to information that will be used during any disciplinary hearing or any informal disciplinary meetings.

**Charging Letter**

If the charges are not admitted or cannot be disposed of by mutual consent and the Judicial Officer concludes that the allegations, if proven true, would justify disciplinary action, the Judicial Officer then carries out any additional investigation required prepares a Charging Letter. If the accusing student alleges sexual harassment or sexual assault, the Judicial Officer should obtain the written consent of the accusing student to identify him or her to the accused student.

The Charging Letter informs the Charged Student of the allegations against him or her and the nature of the evidence of the allegations including the name of the accusing student with the exception of the circumstances described above where the charge is sexual harassment/assault. The Charging Letter also must contain:

- The provision(s) of the Code of Conduct alleged to be violated;
- The date, time, location, and factual allegations concerning the alleged violation;
- The sanctions possible if the accused is found to have violated the provision of the Code of Conduct cited;
- The date by which the Charged Student may respond in writing to the charges against him or her;
- The date by which the Charged Student must notify the Code of Conduct Committee of his or her desire for a hearing. (This may be the same date as the date the student’s written response is due should the student opt to submit such response).
- Notice that any such written response should be sent to the Code of Conduct Committee which will be considering the evidence and conducting the hearing;
• Notice that a decision that the Student Code of Conduct was violated or the failure of the Charged Student to respond (by submission of a written response and/or by participation at a hearing) could result in adverse action against the Charged Student up to and including expulsion; and
• Notice that should the Charged Student request a hearing, he or she will be required no later than three (3) calendar days before the hearing to deliver to the Committee a copy of all documents, other evidence, and the name and addresses of the witnesses it wishes to present at the hearing.

Such Charging Letter should be delivered to the Charged Student in a manner that requires the Charged Student in a manner that requires the Charged Student to acknowledge receipt, such as certified mail or e-mail, return receipt requested or hand delivery with a signed receipt. The Charging Letter will give the Charged Student ten (10) calendar days to submit a written response to the allegations in the letter unless the Judicial Officer determines that circumstances warrant a shorter or longer period of time. A Charged Student who fails to timely submit a response or timely request a hearing will be deemed to have waived the response or hearing and the Committee will respond without the response and/or hearing.

**Code of Conduct Committee Process**

Upon issuance by the Judicial Officer of a Charging Letter, the Campus Director will promptly appoint one or three individuals to a Code of Conduct Committee to investigate the validity of the allegations. The Code of Conduct Committee will include individuals who have no prior involvement with the subject matter of the charge(s) or persons involved in the Charge. Where feasible, the Code of Conduct Committee will be comprised of a campus administrator, a faculty member, and a student advisor employed by the College who is not advising the person who filed the Charge or the Charged Student. The campus administrator appointed to the Committee will serve as the Chair.

The Code of Conduct Committee’s first order of business is to identify factual disputes between and among the parties (the Judicial Officer and the Charged Student) and witnesses, including the accuser. Committee members should remain neutral as the evidence is gathered and presented. In carrying out this duty, the Code of Conduct Committee will review the Charge, the Charging Letter, and gather additional evidence, including but not limited to, germane documents and written statements of witnesses. In addition, the Committee may, in its discretion, interview the accuser, the accused student, and any witnesses it believes may have relevant information. The Committee may collect statements from any or all of these parties.

Any time after the Campus Director is notified of a possible Code of Conduct violation, he or she has the discretion to impose an interim suspension of the Charged Student. An interim suspension is the removal of a Charged Student from class, the campus (including the Bryant & Stratton College online environment), or school-related activities.

Interim suspension may be imposed only: 1) to ensure the safety and well-being of members of the College community or preservation of College property; 2) to ensure the student’s own physical or emotional safety and well-being; or 3) if the student poses an ongoing threat of disruption of, or interference with, the normal operation of the College.

During the interim suspension, a student shall be denied access to the residence halls and/or campus (including campus-based and online classes) and/or all other College activities or privileges the Campus Director determines to be appropriate. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Code of Conduct Committee hearing, if required. The Campus Director should notify the Charged Student in writing of this action and the reasons for the interim suspension. The notice should include the time, date, and place of a meeting with the Campus Director at which the student may show cause why his or her continued presence on the campus does not constitute a threat.

Regardless of whether the Charged Student is given an interim suspension, the Committee will continue its review and when it has completed such review, the Code of Conduct Committee will send the Charged Student with a Notice of Hearing which includes the date, time, and location of the hearing. The Committee should attempt to schedule a hearing date no later than fourteen (14) calendar days after receipt of the Charging Letter from the Judicial Officer. Unless the Chair of the Code of Conduct Committee designates another date, no later than fourteen (14) calendar days before the hearing, each party will deliver to the Committee and to each other a copy of all documents, other evidence, and the name and addresses of the witnesses it wishes to present at the hearing. The witness list must also contain a summary of the testimony the witness is expected to present and indicate whether the party presenting the list wishes to cross examine the witnesses of the other party.

Absent unusual circumstances, cross examination of parties where sexual harassment or assault is alleged will not be permitted. The Committee’s decision on whether cross examination will be permitted will be final.

Both the Charged Student and the Judicial Officer may be present witnesses with information relevant to the charges. In addition, the Code of Conduct Committee may call additional witnesses it believes would aid in the resolution of the matter. If it decides to call additional witnesses, it will notify the parties no later than five (5) calendar days before the hearing of the names of those witnesses. The Code of Conduct Committee will ensure the orderly presentation of witnesses and evidence and will have the authority to determine the admissibility of testimony and other evidence. In addition, Committee members may ask questions of any of the witnesses.

The hearing will be closed to the public. In cases involving charges of sexual misconduct, information obtained during the course of the disciplinary process will be protected from public release until the appeals panel makes a final determination unless otherwise required by law. The hearing may be held by teleconference. At the hearing both the Charged Student and Judicial Officer will each have an opportunity to make a brief opening statement. The entire hearing will be audio recorded and such recording will be preserved and maintained for at least five (5) years. In cases involving more than one charged student, the Code of Conduct Committee will decide whether the hearing is to be conducted separately or jointly. If the Charged Student, with notice, does not appear before a Code of Conduct hearing, the information in support of the charges shall be presented and considered in the absence of the Charged Student. Except in cases of alleged dating violence, domestic violence, sexual assault, or stalking, a Charged Student does not have the right to legal counsel at the hearing but may have a friend or her counsel submit a brief for the review of the Code of Conduct Committee before the hearing. In cases of alleged dating violence, domestic violence, sexual assault, or stalking, both the Charged Student and the accuser may be accompanied by an advisor of their choice. However, the Committee may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties. In addition, in cases of alleged dating violence, domestic violence, sexual assault, or stalking both the Charged Student and the victim may make an impact statement during the point of the proceeding where the Committee is considering appropriate sanctions.

If the Code of Conduct Committee has decided to permit cross examination, each party will be given an opportunity to cross examine the witnesses of the other party and of any witnesses presented by the Committee. Each party will be entitled to present a brief opening statement. The Judicial Officer has the burden of production and of persuading the Committee that there exists substantial evidence that the Charges in his or her Charging Letter constitute a violation of the Code of Conduct and that they did in fact take place. Formal rules of process procedure, and technical rules of evidence, are not used in Code of Conduct hearings.
The Code of Conduct Committee may accommodate concerns for the personal safety, well-being, or fears of confrontation of any witness or the Charged Student during the hearing by providing separate facilities, using a visual screen, or permitting participation by telephone, videophone, closed circuit television, video conferencing, videotape, audio tape, written statement, or other means, as determined in the sole discretion of the Committee.

Upon conclusion of the hearing, the Code of Conduct Committee will meet in a closed session to deliberate based solely on the evidence presented at the hearing and charges contained in the Charging Letter. The closed session will not be recorded. A decision will be reached on a majority vote in cases where there are three persons on the Committee and in cases where there is a single person on the Committee, he or she will be the sole decision maker.

Upon reaching its decision, absent exigent circumstances, the Code of Conduct Committee will no later than twenty (20) calendar days after conclusion of the hearing, notify both parties in writing of the determination. The determination should include a written statement detailing the factual findings supporting the determination and the rationale for any sanction imposed. The Determination should be sent to the Charged Student to acknowledge receipt, such as certified mail or e-mail, return receipt requested or hand delivery with a signed receipt. The Committee may 1) dismiss the case for insufficient evidence; 2) find that no violation of the Code of Conduct occurred; or 3) find that a violation did occur. If the Code of Conduct Committee concludes that no violation occurred, it will provide the student with the evidence upon which it relied. The Charged Student’s permanent record will be expunged of reference to the matter if the Committee finds no violation.

If the Committee decides that substantial evidence exists to support a conclusion that the student violated the Code of Conduct, its decision will so state and will include an identification of the provision(s) violated by the Charged Student, Finding of Fact with the evidence upon which it relied, a Conclusion, and the sanction it will impose for the violation.

Any Sanctions

In determining the appropriate sanction, the Committee will consider the nature and seriousness of the offense, extenuating circumstances, and prior violations. Sanctions may include, but are not limited to:

- Warning – A notice in writing to the student that the student is violating or has violated institutional regulations.
- Probation – A written reprimand for violation of specified regulations which places the student in a probationary status for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to violate any institutional regulation(s) during the probationary period.
- Loss of Privileges – Denial of specified privileges for a designated period of time.
- Separation from the Victim
- Discretionary Sanctions – Work assignments, essays, or other related discretionary assignments.
- Residence Hall Suspension – Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Resident Hall Expulsion – Permanent separation of the student from the residence halls.
- College Suspension – Separation of the student from the College for a definite period of time after which the student is eligible to return. Conditions for readmission may be specified.
- College Expulsion – Permanent separation of the student from the College.
- Revocation of Admission and/or Degree – Admission to or a degree awarded from the College may be revoked for fraud, misrepresentation, or other violation of College standards in obtaining the degree, or for other serious violations committee by a student prior to graduation. Withholding Degree – The College may withhold awarding a degree otherwise earned until the completion of the process set forth in this Student Conduct Code, including the completion of all sanctions imposed, if any.

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

Appeals Process

The Charged Student and the victim or other reporting individual have the right to appeal the decision to the Campus Director by submitting a written Appeal Letter within ten (10) business days of receiving the Code of Conduct Committee’s decision. The Appeal Letter must provide a complete explanation of the basis for the appeal with reference to the evidence presented to the Code of Conduct Committee. The Charged Student may not rely on evidence not presented at the hearing in the appeal.

Except as stated below, the Campus Director will base his or her decision solely on the evidence presented to the Code of Conduct Committee. In considering the appeal, the Campus Director will consider whether the Code of Conduct Committee hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures. Deviations from designated procedures will not be a basis for sustaining an appeal unless significant prejudice results.

In ruling on the appeal, the Campus Director should consider the following:

- Whether the decision reached regarding the Charged Student was based on substantial evidence, that is, whether the evidence presented at the hearing was evidence that a reasonable mind could accept as adequate to support the conclusion that a violation of the Student Code of Conduct occurred.
- Whether the sanction(s) imposed were appropriate for the violation of the Student Code of Conduct which the student was found to have committed. In considering this, the Campus Director may conclude that the sanction was appropriate, inappropriately excessive, or inappropriately lenient. In cases where the Campus Director concludes that the sanction was inappropriate, he or she may impose a different sanction but not a more severe sanction except as discussed below.

The Campus Director may consider new information not presented at the hearing only when such information is of sufficient significance to alter a decision and where such information was not brought out in the original hearing, because such information and/or facts were not known to the person appealing at the time of the Code of Conduct Committee hearing. Where the Campus Director considers new information on appeal, he or she may impose either a lesser or more severe sanction as the new information warrants.

If an appeal is upheld by the Campus Director, the Campus Director will issue his or her revised decision and revised sanction if necessary. The Campus Director may conclude that additional fact finding is necessary in which case he or she will return the matter to the original Code of Conduct Committee and Judicial Officer for re-opening of the Code of Conduct hearing in accordance with the Director’s instructions.

If an appeal is not upheld, the matter shall be considered final and binding upon all involved.

The appeals decision will be provided to the accused and the victim or reporting individual and will include findings of fact, the decision and the sanction, if any, as well as the rationale for the decision and sanction. In all cases of appeal, rights afforded to either the accused or victim or reporting individual will be afforded to the other party.

In cases alleging sexual misconduct, the appeal is before an appeals panel (rather than just the Campus Director), which will be fair and impartial and not include individual who have a conflict of interest.

Changes to Determination

Should the appeal result in changes to the determination or sanctions, the Code of Conduct Committee will provide simultaneous notification to both parties of any such changes.
Grievance Procedures

How to File a Grievance

Students (and other individuals in the case of age and disability-related discrimination and harassment) may use these procedures to seek resolution of claims of discrimination and other non-academically-related grievances against members of the faculty or administration, including those that may arise where a student is also an employee of the college. This includes claims of:

- Discrimination or harassment based on sex, perceived gender identity, race, color, national origin, age, religion, or disability;
- Denial in whole or in part of a requested service, accommodation, or modification of a Bryant & Stratton College practice or requirement that was requested due to a disability;
- Inability to access a Bryant & Stratton College program or activity due to a disability; or
- Other non-academic grievances, e.g. refund dispute, etc.

All sexual misconduct allegations are heard through the disciplinary process. Concerns regarding grades may be brought under the Grade Appeal Procedures. Sexual misconduct allegations include: dating violence, domestic violence, sexual assault, and stalking.

Grievance Coordinator

Each Bryant & Stratton College campus has a Grievance Coordinator whose responsibility is to administer these procedures. See the Grievance Contact Directory Addendum to this catalog for the name and contact information for the Grievance Coordinator at your campus.

Each campus of Bryant & Stratton College also has an ADA/504 Coordinator who is responsible for ensuring the College’s compliance with laws related to individuals with disabilities. However, it is the Grievance Coordinator, and not the ADA/504 Coordinator, who administers these procedures when a complaint regarding disability discrimination is brought.

Informal Resolution

With the exception of sexual misconduct allegations, a grievant who believes that he/she has been discriminated against based on sex, perceived sexual identity, race, color, national origin, age, religion, or disability by a member of the faculty or administration of Bryant & Stratton College, is encouraged, but is not required, to discuss the matter informally with the Grievance Coordinator. [NOTE: If the Grievance Coordinator is the subject of the complaint the grievant may instead, contact the Campus Director who will designate a substitute to serve as the Grievance Coordinator.] The Grievance Coordinator shall verbally convey his/her findings to both the grievant and the person who is the subject of the complaint within ten (10) business days. The Grievance Coordinator will document his verbal findings and the date they were conveyed.

In addition, any grievant who has initiated the informal resolution process may stop it at any time and initiate the formal resolution process.

Engagement in the informal resolution process does not extend the deadline (below) to file a formal grievance unless, upon the student’s request, the Grievance Coordinator extends the deadline in writing.

Formal Grievance

In cases where an attempt at informal resolution is not successful, informal resolution is not practicable or inappropriate, or the grievant prefers to skip the informal resolution process, the grievant may initiate a formal grievance.

A formal grievance is initiated by submitting a written complaint within 30 calendar days of the event complained of to the Grievance Coordinator who will then investigate the complaint. [NOTE: If the Grievance Coordinator is the subject of the complaint, the complaint should be submitted to the Campus Director who will designate a substitute to conduct the investigation and serve as the Grievance Coordinator]. The complaint shall be signed by the grievant and include:

1) the grievant’s name and contact information;
2) the facts of the incident or action complained about;
3) the date of the incident or action giving rise to the complaint;
4) the type of discrimination alleged to have occurred;
5) efforts taken to resolve the complaint, if any; and
6) the specific relief sought; and
7) the name of any witnesses and other evidence. The grievant should state in his or her complaint whether he or she will be assisted by a representative and, if so, the name of the representative. For purposes of these procedures, an attorney is not an appropriate representative for any party.

Upon receipt of the complaint, the Grievance Coordinator will notify the person who is the subject of the complaint and provide him or her with the opportunity to respond in writing and identify any witnesses and other evidence within five (5) business days.

The Grievance Coordinator will make an effort to complete this on their investigation of the complaint within thirty (30) business days following the submission of the written complaint. The investigation shall include an interview of the relevant parties and any known witnesses, a review of relevant evidence, including any evidence submitted by the parties, and any other steps necessary to ensure a prompt, equitable and thorough investigation of the complaint. Interviews of parties and witnesses will be carried out in a manner that is conducive to fair resolution of the matter, minimization of conflict, and prevention of intimidation. In cases of allegations of harassment, the Grievance Coordinator will not interview the grievant and the person who is the subject of the complaint together.

The grievant and the person against whom the complaint has been brought may present to the Grievance Coordinator relevant evidence through the investigation. Each party will have an equal opportunity to present such witnesses and evidence consistent with the requirements and restrictions of the Family Educational Rights and Privacy Act (FERPA).

Both parties will be given periodic updates of the status of the investigation as warranted.

The Grievance Coordinator will issue a written disposition of the complaint and make an effort to do so within ten (10) business days of the completion of the investigation. The disposition will be determined using a substantial standard. If substantial evidence supports the claim of the grievant, the Grievance Coordinator will issue a disposition in support of the grievant.

Copies of the disposition will be given to the grievant and the person who is the subject of the complaint. Both parties will be sent the decision at the same time. The disposition will be carried out promptly.

Transcript Notations

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(ii)(I)(VIII), Bryant & Stratton will make a notation on the transcript of students found responsible after a disciplinary hearing that they were “suspended after a finding of responsibility for a code of conduct violation” or “expelled after a finding of responsibility for a code of conduct violation.” For a Charged Student who withdraws from the College while such conduct charges are pending, and declines to complete the disciplinary process, Bryant & Stratton will make a notation on the transcript of such students that they “withdrew with conduct charges pending.” Charged Students may appeal such notation and seek its removal after one year after conclusion of the suspension. Notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.
Educational Rights and Privacy Act (FERPA) of 1974, also referred to as the Buckley Amendment. Specifically, students have the right to:

1. Inspect and review their educational records within 45 days of the day the College received a written request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the education record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. Under no circumstances will students be permitted to review their education records off campus or in a public campus setting. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. Request the amendment of their education records that s/he believes are inaccurate, misleading, or in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the academic manager who will consult the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. An informal conference will be scheduled to attempt to resolve the matter. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision, the right of the student to place a statement in the record explaining his or her point of view, and the student’s right to a formal hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. File a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202-5901

Bryant and Stratton College will generally release certain student directory information to the public. Such information could include some or all of the following data: student’s name, address(es), phone listing, e-mail address, date and place of birth, major field of study (program), enrollment status (e.g. undergraduate, full-time, or part-time), dates of attendance, photograph, post-graduation employer and job title, participation in activities and recognition received, and the most recent previous secondary and postsecondary institution attended by the student. Students who do not wish to have any part or all of this information released should inform the College of their wishes in writing no later than the end of the add/drop period. Students who do not wish to permit the release of directory information should complete an Opt-Out form provided by the campus. Additionally, Bryant & Stratton College reserves the right to release to police agencies and/or crime victims’ certain records or information pertinent to a crime which has occurred on campus, including the details of and disciplinary action taken against the alleged perpetrator of the crime.
Disciplinary Records
Other than College expulsion or revocation or withholding of a degree, disciplinary sanctions shall not be made part of the student's permanent academic record. They shall become part of the student's disciplinary record. Upon graduation, the student's disciplinary record may be expunged of disciplinary actions other than residence hall expulsion, College suspension, College expulsion, or revocation or withholding of a degree, upon application to the Campus Director or his or her designee. Cases involving the imposition of sanctions other than residence hall expulsion, College suspension, College expulsion or revocation or withholding of a degree shall be expunged from the student's confidential record six years after final disposition of the case.

In general, disciplinary records are considered "education records" under the Family Educational Rights and Privacy Act (FERPA) and thus may be protected from disclosure with certain exceptions set forth in these policies. For this reason such records should not be disclosed without consulting the College's legal counsel.

Information regarding the sanction, if any, issued as a result of a disciplinary proceeding against the accused student may be revealed to the complaining student only consistent with FERPA.

First, a school is permitted to disclose to a student who has been sexually harassed, a victim of dating violence, domestic violence or stalking, information about the sanction imposed upon a student who was found to have engaged in these types of violations when the sanction directly relates to the complaining student. This includes an order that the harasser stay away from the complaining student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes or another residence hall. Disclosure of other information in the student's "education record," including information about sanctions that do not relate to the complaining student, is not permitted.

Further, when the conduct complained of involves a crime of violence or a non-forcible sex offense, FERPA permits Bryant & Stratton College to disclose to the alleged victim the final results of any disciplinary proceeding against the alleged perpetrator, regardless of whether Bryant & Stratton College concluded that a violation was committed.

Additionally, Bryant & Stratton College may disclose to anyone-not just the alleged victim-the final results of a disciplinary proceeding if it determines that the student is an alleged perpetrator of a crime of violence or a non-forcible sex offense, and, with respect to the allegation made, that the student has committed a violation of the institution's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

Student Right-to-Know
In compliance with the Department of Education’s Right-to-Know Act, Bryant & Stratton College offers an electronic SRK Directory with the required performance results, policies and information. Prospective students, enrolled students and staff will find the SRK Directory on the College’s website at http://bryantstratton.edu

Facilities and Educational Services
See the College’s website at www.bryantstratton.edu for information about the facilities and educational services readily available to students at the various campus locations.

Campus Security
In compliance with the Crime Awareness and Campus Security Act of 1990, information about Bryant & Stratton College’s campus security policies and procedures and crime statistics is made available to students and to employees on an annual basis, and upon request, to any applicant for employment or enrollment. The Campus Report can also be found on the College’s website at www.bryantstratton.edu. Campus crime statistics can be obtained by visiting the website of the United States Department of Education at http://ope.ed.gov/security/search.asp. Bryant & Stratton College is committed to providing a safe and secure environment for all members of the campus community. Information on campus crime is available in the annual report and upon request, to any applicant for employment or enrollment. The Campus Report can also be found on the College’s website at http://bryantstratton.edu.

Substance Abuse Policy
Bryant and Stratton College recognizes that the misuse of drugs, alcohol and/or tobacco is a serious problem with legal, physical, emotional and social implications for the entire College community. Therefore, the consumption, sharing, distribution, selling, use, possession of drugs, alcohol, tobacco, illegal, counterfeit and designer drugs, or paraphernalia for the use of such drugs is prohibited at any College sponsored event or on College property at all times. The inappropriate use of prescription and over-the-counter drugs is also prohibited. Persons shall be banned from entering College grounds or College-sponsored events when exhibiting behavioral, personal, or physical characteristics indicative of having used or consumed alcohol or drugs (illegal or through the inappropriate use) or other substances. The College’s Student Code of Conduct outlines the disciplinary measures for students in violation of the Substance Abuse Policy.

This section describes the procedures that are followed when a Judicial Officer, who is also the Title IX Coordinator, finds just cause to initiate a disciplinary proceeding resulting from an allegation of a student’s violation of the Code of Conduct or another applicable student conduct policy or where there is an allegation of a student sexual misconduct, as defined in these policies, by a member of the faculty or the administration. The Dean at each campus serves as the Judicial Officer. See the Contact Directory Addendum to this Catalog for the name and contact information for the Judicial Officer at your campus.

These procedures apply year-round regardless of whether an alleged code violation occurs on campus or off-campus, including the Bryant & Stratton College online environment; to functions sponsored or supervised by the College; and to any conduct that threatens the safety or well-being of the Bryant & Stratton College community regardless of the location of the conduct. These procedures are not intended to provide constitutional due process to students as would be required to be provided by a public institution. Bryant & Stratton will attempt to resolve all disciplinary matters, promptly, fairly, and impartially. Students may expect full resolution to take at least one month and possibly longer depending on the circumstances. Any deadlines set forth below may be extended for good cause with written notice to the Charged Student and the accusing student of the delay and the reason for the delay.
Servicemembers and Veterans

Facts for Veterans

Bryant & Stratton College is a Principles of Excellence school and approved for participation in various veteran aid programs including Military Tuition Assistance and GI Bill® for the training of U.S. veterans and their families. Military students and their families should contact their Department of Veterans Affairs representative for more information on a veteran’s benefit eligibility.

Yellow Ribbon Program

Bryant & Stratton College is participating in the Yellow Ribbon Program under the Post 9/11 GI Bill® (Chapter 33).

Principles of Excellence

Bryant & Stratton College is a participating institution in the Principles of Excellence Program and complies with the written guidelines and standards. In addition, the College has a signed Memorandum of Understanding with the Department of Defense agreeing to meet all Principles of Excellence Standards and therefore allowing Active Duty Service Members to utilize Tuition Assistance if qualified.

8 Keys to Veterans’ Success

Bryant & Stratton College is committed to, and is a published participant for The 8 Keys to Veterans’ Success (8 Keys). This is a voluntary initiative through the Departments of Education and Veterans Affairs. They highlight ways that colleges and universities can support veterans as they pursue their education and employment goals.

Military Tuition Assistance

Military Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expense of its members. Each service has its own criteria for eligibility, obligated service, application process and restrictions. This money is usually paid directly to the College by the individual service.

IMPORTANT INFORMATION RELATED TO THE TUITION ASSISTANCE (TA) PROGRAM FOR SERVICE MEMBERS

Reimbursement criteria for non-successful course completion (effective for courses starting on or after September 6, 2014).

For the purpose of reimbursement, a successful course completion is defined as a grade of “C” or higher for undergraduate courses, and a “Pass” for “Pass/Fail” grades.

An institution may not receive Tuition Assistance Programs funds for students with grade point average that are less than 2.0 after completing 15 semester hours (or the equivalent) in their undergraduate studies. Tuition Assistance requests for reimbursement must be approved before the start date of the class.

Return of Unearned Tuition Assistance funds.

The Memorandum of Understanding with the Department of Defense requires schools to determine the amount of TA funds that recipients earn if they withdraw from school using the same method to calculate the return of Title IV funds required by United States Department of Education. This return of funds requirement applies to students who officially withdraw from school as well as those who are administratively withdrawn for non-attendance as outlined in the Attendance section of this catalog. When you withdraw during your payment period or period of enrollment, the amount of TA funds that you have earned up to that point is determined by a specific formula. If you receive (or the College receives on your behalf) more assistance than you earned, the excess funds must be returned by Bryant & Stratton College and/or you to the Department of Defense. The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period of period of enrollment, you earn 30% of the TA assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If the College is required to return a portion of your TA funds as a result of your withdrawal from the College, you may be left with a balance due the College. Please contact your Financial Aid Advisor if you have any questions on this requirement.
Tuition and Fees

Registration Fee
A $35 registration fee will be charged. This fee will not be charged in subsequent semesters unless there is a break in enrollment or it may be charged in event of change in program.

Tuition
All tuition is due and payable in full at registration. Arrangements may be made for full-time students (and/or parents of full-time students) to sign a promissory note to pay the portion of tuition not met by scholarship, financial aid, or other sources. The terms of this promissory note include monthly payments as stated on the signed promissory note. No interest or fees are charged if payments are made as agreed. All arrangements for financial aid should be made prior to the start of the semester.

The base tuition rate is $8,895 per semester for associate degree and diploma programs and the per credit hour rate is $593 except nursing, OTA, and PTA. The base tuition rate for nursing, Occupational Therapy Assistant, Physical Therapist Assistant, and all bachelor degree programs is $9,045 and the per credit amount is $603. Additional fees vary by program and are explained below. Should economic conditions require a tuition adjustment, students will be advised before the start of each semester. All tuition and fees are quoted in US dollars.

Day Class Tuition
Any student classified as a day student who takes between 12 and 18 credit hours per semester will be assessed the base day tuition rate per semester. Any student classified as a day student taking fewer than 12 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Evening, Online, & Blended Learning Class Tuition
Any student classified as an evening or online student who takes between 13 and 18 credit hours per semester will be assessed the base tuition per semester rate. Any student classified as an evening or online student taking fewer than 13 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Nursing Program Tuition and Fees
Nursing students taking courses totaling 12-18 credits per semester, for day or evening classes, will be assessed the base tuition rate per semester. A new student taking fewer than 12 credits or more than 18 credits will be assessed tuition at the per credit hour rate.

Students registered for NURS100, NURS102, NURS103, NURS202, NURS211, NURS222, NURS223, NURS231, NURS301, NURS304, NURS401, NURS470, LPVN100, LPVN101, LPVN120, or LPVN130 will be charged an Nursing Program lab fee of $500 for each of these courses.

Occupational Therapy Assistant & Physical Therapist Assistant Fees
Students accepted into the Occupational Therapy Assistant and Physical Therapist Assistant programs will be required to pay a $150.00 acceptance fee in order to secure their enrollment in the program. The nonrefundable fee will be payable within two weeks of the student receiving notice of their acceptance into the program.

Organizational Leadership, BPS Tuition and Fees
Students in the Organizational Leadership, BPS program will be charged at $603 per credit hour for each course they are enrolled in. These students will be charged $125 for each Prior Learning Assessment (PLA) portfolio that is evaluated for earned credits. A fee of $350 is charged when the PLA portfolio credits are applied to the degree plan. Students electing to earn Credit by Examination will pay $25 to $150 for each exam attempted.

Select Course Fees
Students will be charged fees to cover the digital resources associated with the following courses:

- TECH131 = $125
- INFT231 = $136
- NETW151, NETW161, NETW211, NETW241 = $136.00 each course
- MARK098, MARK110, MARK120, MARK210, MARK220, MARK230, MARK240 = $166.67 each course
- VOIM109, VOIM111, VOIM112 = $140 for the first of these three VOIM courses taken with no additional charge for the other two subsequent VOIM courses.
- SOSC115 = $55.00

Registration Fee
A $35 registration fee will be charged. This fee will not be charged in subsequent semesters unless there is a break in enrollment or it may be charged in event of change in program.

Transportation Costs
Transportation costs are estimated at $340 per semester.

Technology Fee
Bryant & Stratton College provides a wide array of digital resources that students are able to leverage throughout their studies to support their career and life pursuits. Each student will be charged a $65 technology fee for these digital resources every semester.

Room and Board
Room and board are estimated at $4,860 per semester at the Syracuse campus. An optional meal plan is available for all students at the Syracuse campus. Contact the campus Business Office for further details. Off-campus housing is available at the Wauwatosa and Virginia Beach campuses. Contact the campus Business Office for further information.

Room and Board
Room and board are estimated at $4,860 per semester at the Syracuse campus. An optional meal plan is available for all students at the Syracuse campus. Contact the campus Business Office for further details. Off-campus housing is available at the Wauwatosa and Virginia Beach campuses. Contact the campus Business Office for further information.
Books and Supplies

Books and supplies are available for purchase at the Online Bookstore or at select campus stores. Student costs will vary each semester depending upon subjects scheduled and publishers’/suppliers’ prices in effect at the date of purchase. Costs are estimated at $450 to $900 per semester and are posted each semester for those students ordering through the Online Bookstore. Textbooks and supplies are purchased by the student and become the property of the student. The college store is offered as a service to students. Students are not required to purchase their books or supplies from the College.

For more information about the Online Bookstore go to http://www.bryantstratton.edu on the Internet or ask your campus advisor.

Medical Assisting students are required to wear protective covering in the medical laboratory to comply with federal safety regulations. Medical Assisting students may be required to purchase a lab coat.

Medical Assisting - Ohio only
Ohio students enrolled in the medical assisting degree program will be charged uniform fees associated with selected courses. When registered for AHLT100 Medical Terminology and AHLT130 Clinical Procedures courses, students will be charged $15.00 and $50.00, respectively.

Medical Assisting - Richmond only
Students enrolled in the medical assisting degree program at the Richmond campus will be charged fees to cover uniforms and CPR training. When registered for AHLT 130 Clinical Procedures and AHLT 230 Medical Laboratory courses, students will be charged $75.00 and $100.00 respectively.

Medical Assisting – Wisconsin Only
Wisconsin students enrolled in the medical assisting degree program will be charged a CPR certification fee of $32.50 when enrolled in ALHT230.

Nursing students are required to have at minimum, approved clinical attire (scrubs and shoes), stethoscope, penlite, bandage scissors, and wrist watch with second-hand. The required items are described in the Nursing Program Student Handbook. The estimated cost of these items is $250 - $350.

Computer Technology Standards

To make the most of the learning experience, students will need ready-access to a desktop or laptop computer for online course work. Students will use computer technology to complete out-of-class assignments required for all courses. The Computer Technology Standards are found on the Bryant & Stratton College website and detail the technical requirements of hardware and internet connectivity for enrollment at the College.

Please reference the technical specifics at the following webpage to verify you have the technology support for college studies. http://www.bryantstratton.edu/online/school-experience/technology-requirements

Locker Fee

A locker fee is charged per semester for students electing to rent a locker.

Graduation Fee

Students who successfully complete any degree or diploma program will be assessed a $100 administrative graduation fee.

Official Transcript Fee

There is a $10 fee for each official transcript requested. Official transcripts are issued when all financial obligations to the College have been fulfilled and any delinquent loans have been cleared.

Credit by Examination

A $25 non-refundable fee is charged for each optional PLA examination attempted at the College. An administration fee of $350 is charged for each course when PLA credit is applied to the degree plan.

Company-Sponsored Tuition Reimbursement

Many companies provide tuition reimbursement as part of their employee benefits package. If you are employed full-time, you should contact your personnel office of your employer for information concerning your company’s tuition reimbursement program. Such programs commonly require that the employee initially pay the tuition for a subject or program and that the tuition will be reimbursed by the company upon successful completion by the student.

If you are attending College through a company-sponsored tuition reimbursement program, you must notify your Financial Aid office of this additional aid and make arrangements to provide your employer with the information required for its tuition reimbursement program. Your Financial Aid office may require proof of this reimbursement from your employer.
Cancellation and Refund Policy

Bryant & Stratton College believes a fair adjustment policy recognizes that situations occur where the student has no control and the College has incurred a continuing cost in faculty, space, and equipment for each student enrolled.

Students intending to withdraw from any number of classes are encouraged, but not required to give written notice of their withdrawal to the Academic Office to ensure the withdrawals are officially recorded and the students’ records are updated. Official withdrawal, however, will be accepted once the necessary paperwork is completed and approved by the Academic Office. Unless a student drops a course or courses during the drop/add period, no refund of tuition will be granted to a full- or part-time student who does not officially withdraw from the College. This also applies to students taking online or blended learning classes in the second session of the 15 week semester. Non-attendance in a course does not constitute an official withdrawal.

Refunds for official withdrawals will be based on the Refund Policy listed in this catalog. In circumstances necessitating a student’s actual change from full- to part-time status, authorization may be granted only with the approval of the Academic Office. Students should be aware, both official withdrawals as well as administrative withdrawals due to lack of attendance as outlined in Treatment of Federal Aid When a Student Withdraws, have an impact on financial aid. Students who register as full-time students who do not officially withdraw from a course(s) will continue to be charged full-time tuition.

Unless students drop a course or courses during the drop/add period, students who register as part-time students who do not officially withdraw from a course or courses or are administratively withdrawn in full for lack of attendance during the corresponding refund period, will continue to be charged the tuition based upon the number of courses they registered for including students taking online or blended learning classes in the second session of the 15 week semester. However, their lack of attendance in a course during the drop/add or census periods, may cause their enrollment status to change for financial aid purposes, leaving a tuition balance not covered through financial aid.

Tuition is based on the assumption that a student will remain in college for the full semester. All refunds will be computed based upon the last date of attendance, whether the student officially notifies the College of their intention to withdraw or is administratively withdrawn after 14 consecutive calendar days of non-attendance in all courses. This refund policy will apply to all tuition, fees, dormitory rents, and other charges incurred by the student, with the exception of purchases made at the Online Bookstore. The refund policy applies to all matriculating part-time and full-time students including those part-time matriculating students who take a single credit-bearing course. Withdrawal from a course or courses but not from a program will not result in a refund unless the withdrawal from the course or courses takes place during the drop/add period.

All tuition paid by new students who cancel their application or registration for any reason prior to the start of classes will be refunded in full. The refund will not apply to the cost of purchases made at the Online Bookstore. Students who officially withdraw or are withdrawn for lack of attendance from all classes during the refund period will receive a refund per the following chart.

Refunds for Wisconsin, Virginia, Maryland, and Iowa students are found in the respective state/location section of this catalog.

Refunds for New York and Ohio will be computed according to the following guidelines:

<table>
<thead>
<tr>
<th>Date of Official Communication</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to start of classes</td>
<td>100%</td>
</tr>
<tr>
<td>through the first week of classes</td>
<td></td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>75%</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>During the fourth week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>After the fourth week of classes</td>
<td>0%</td>
</tr>
</tbody>
</table>

The refund policies apply to all students enrolled in credit-bearing single subjects as well as in a program, regardless of their form of payment. Refunds are not offered for special non-credit courses that are not part of a degree or diploma program. No amount of tuition will be retained for any terms beyond the current semester.

Refunds will be made within forty five (45) calendar days of the student’s official date of withdrawal unless federal or state guidelines require refunds be made in a shorter period of time.

Withdrawals from session-based courses such as online or blended learning formats, may have an impact on a student’s eligibility for New York State TAP. Please see the New York State section of this catalog for more information.

Treatment of Federal Student Aid When a Student Withdraws

The law specifies how schools must determine the amount of Title IV program assistance that you earn if you withdraw from school. This applies to students who officially withdraw from school as well as those who are administratively withdrawn for non-attendance as outlined in the Attendance section of this catalog. The Title IV programs that are covered by this law are: Federal Pell Grants, Stafford Loans, PLUS Loans, and Federal Supplemental Educational Opportunity Grants (FSEOGs).

When you withdraw during your payment period (Bryant & Stratton College can define this for you) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your College or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by Bryant & Stratton College and/or you. The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period, you earn 30% of the assistance you were originally scheduled to receive. Once you have completed more than 60% of the payment period, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If the post-withdrawal disbursement includes loan funds, your permission must be given before Bryant & Stratton College can disburse them. You may choose to decline some or all of the loan funds so that you don’t incur additional debt. Bryant & Stratton College uses all or a portion of your post-withdrawal disbursement (including loan funds, if you accept them) for tuition, fees, and room and board charges (as contracted with the College). For all other College charges, Bryant & Stratton College needs your permission to use the post-withdrawal disbursement. If you do not give your permission (which some schools ask for when you enroll), you will be offered the funds. However, it may be in your best interest to allow the College to keep the funds to reduce your debt at Bryant & Stratton College. Title IV aid will be recalculated for students who do not begin attendance in their online second session courses. Please see a financial aid representative for further information.
Financing Your Education

A student’s decision to attend Bryant & Stratton College should be based on interest in our programs and not on the ability to meet all college costs. Bryant & Stratton College believes students should not be denied the opportunity to pursue their career interests because of a lack of financial resources.

Bryant & Stratton College participates in several types of financial assistance programs – gift aid (scholarships and grants), federal student loans, and employment opportunities. In many cases, our Financial Services Office awards qualified students a financial aid package which includes all three types of financial aid.

Assistance with financial planning is available for families on an individual basis to help them determine how they can best utilize their own resources and other funds to meet college costs. The Financial Services Office will gladly discuss the various types of financial assistance available and will provide students with assistance in completing financial forms during their visit to Bryant & Stratton College.

How to Apply

Students are encouraged to meet with a financial aid advisor in order to determine financial aid qualifications.

Completion of the Free Application for Federal Student Aid (FAFSA) is the first step in establishing eligibility for federal and most state aid programs. The FAFSA can be completed electronically and is available online at https://FAFSA.ed.gov. The FAFSA should be completed as early as possible each year. FAFSA information is used to determine the expected family contribution (EFC) which serves as the basis for the student’s financial aid package.

Verification

The U.S. Department of Education selects certain applicants to verify the accuracy of the information submitted on their FAFSA application. The Financial Aid Services Office will notify selected students of this requirement to submit the specific documentation from the student and, if required, the parent, needed to verify the items reported on the FAFSA. This documentation must be submitted before the student’s federal student aid is disbursed.

This documentation may include a copy of income tax transcripts and additional information as required. These documents are used to verify the information reported on the FAFSA. Additional documentation may be required if the information on the FAFSA conflicts with the information provided as part of the verification process. Failure to submit documentation may result in the loss of aid.

New York State students receive an Express TAP Application (ETA) from NYSHESC. Eligibility for financial assistance is determined by federal and state agencies.

Upon evaluation of the above forms, the Financial Services Office will provide students with an award letter detailing their eligibility for financial aid or of any other steps they may take to receive further consideration for assistance.

Students are required to apply on an annual basis for financial aid consideration. The FAFSA application is generally available online beginning approximately October 1. Assistance with the application is available through the Financial Services Office.

Rights and Responsibilities of Students Receiving Financial Aid

Students are eligible to receive financial aid as long as they remain in good academic standing and continue to meet all eligibility standards. If students fail to maintain satisfactory academic progress, the Dean will notify them (see Standards of Satisfactory Academic Progress section). Financial aid will not be disbursed to students who fail to meet the academic progress standards.

Student Eligibility Requirements

Financial aid is distributed to students based on their computed financial need as determined by the financial aid application(s) filed. Financial need is the difference between the cost of the student’s education (tuition and fees, books and supplies, room and board, travel, and personal expenses) and the total contribution expected from his/her family. The family’s contribution is based on an analysis of the financial aid application. Among the items considered are family income, assets, liabilities, the number of people in the household, the number of family members in college, and the student’s own resources, such as savings.

Campus-based financial aid programs, including the Federal Supplemental Educational Opportunity Grant (FSEOG) and the Federal Work-Study (FWS) program, may be administered through Bryant & Stratton College. Students may apply for these programs directly at the Financial Services Office. Students may be eligible for a combination of these programs, and a Pell Grant, and/or a state grant, or for just a single program. Aid from these programs is awarded on the basis of need; however, each program has different requirements. Consult with the Financial Services Office for further information on these programs.

The general eligibility requirements for the federal assistance programs are:

- Enrollment or acceptance for enrollment into a program;
- U.S. citizenship, permanent residency, or eligible non-citizen;
- Have a high school diploma or recognized equivalent;
- Maintaining satisfactory academic progress;
- Not being in default on any federally insured student loans (i.e., Direct Subsidized, Unsubsidized, PLUS, Consolidation, Perkins Loan, Stafford Loan, Supplemental Loan, etc.) at any college;
- Not owe a repayment on federal or state grants at any institution;
- No Conviction or possession or sale of drugs during the enrollment period;
- Sign a Statement of Educational Purpose;
- If required, register with the Selective Service;
- Provide evidence of financial need.

Disbursement of Financial Aid

All student aid grants (Federal Pell, FSEOG, Federal Direct Student loans, TAP and Ohio College Opportunity Grants) are credited to the student’s account each semester the student enrolls as a matriculating student in an eligible program. All Federal Direct Loans are deposited to the student’s account within three (3) days of the College’s receipt of an electronic fund transfer (EFT) disbursement. Federal Direct Student loans are normally disbursed in two payments. Federal Work-Study payroll is disbursed directly to the student in accordance with the employer’s routine payroll cycle.

Financial Aid Programs

The following federally-funded programs are the major financial aid resources available to students. Students may receive assistance from any one of these programs or from a combination of these programs. Eligibility for these programs is based on the completion of the FAFSA.
Federal Programs

PELL GRANT - Federal Pell Grants are need-based awards available to students to help fund post-secondary education for undergraduate students and are determined by the U.S. Department of Education and based on information submitted on the FAFSA. The maximum Pell Grant for the 2017-2018 award year for full-time students is $5,920.00.

A student is eligible to receive the equivalent of 12 full-time semesters of Pell. In accordance with the Higher Education Act, Bryant & Stratton College allows all students to purchase books and certain supplies from the College’s Online Bookstore and charge the expenses to their student accounts. Pell eligible students who do not wish to charge these purchases to their student account must notify their Financial Services Advisor who will determine their eligibility for an excess funds disbursement.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG) The Federal Supplemental Educational Opportunity Grants Program provides financial assistance to Federal Pell grant eligible students who demonstrate financial need. Grants range from $100 to $4,000 per academic year. Eligibility for these grants is limited and is determined by the Financial Services Office of the College.

Federal Work-Study Program (FWS) This is a federal program of student employment for students with financial need to help them pay for their educational expenses. Students may work part-time at the College while attending classes. Off-campus jobs include work in offices, library, computer labs, etc. Off-campus employment with qualifying agencies may also be available. Bryant & Stratton helps students find jobs; certain restrictions apply.

Federal Direct Loan Program
The U. S. Department of Education provides Federal Direct Loans to eligible applicants to fund their cost of education. Unlike grants and federal work-study, loans must be repaid with interest and terms determined by the U.S. Department of Education. A student must be enrolled in at least six credit hours to be eligible for a direct loan. These loans also have an origination fee that is subtracted from the loan prior to disbursement. For more information on interest and loan fees for Federal Direct Loans, please visit http://studentaid.ed.gov/types/loans/interest-rates.

The amount borrowed for undergraduate student may not exceed $31,000 for dependent students and $57,500 for independent students, with no more than $23,000 of this funding obtained from subsidized loans. Annual Loan Limits for Undergraduate Direct Loans is outlined in the chart below. The Direct Loan Program includes two distinct loan programs.

Federal Direct Subsidized Loan
The Federal Direct Subsidized Loan is available to students who demonstrate financial need, provides an interest subsidy to students while in school, and for loans issued in certain award years during the grace period (the first six months after leaving school or dropping below half-time enrollment). Beginning July 1, 2013, first-time borrowers (those who have no principal or interest balance on any Direct or FFEL loans on the date they receive a Direct Loan on or, after July 1, 2013) may not receive Direct Subsidized Loans for more than 150% of the published length of the academic program in which they are currently enrolled. Your Financial Services Advisor can help you determine your specific eligibility status.

Federal Unsubsidized Loan
The Federal Unsubsidized Loan is available to students who do not demonstrate a specific financial need. Interest on unsubsidized loans begins when the loan is disbursed and is not paid by the federal government. Students have the option of paying this interest while in school. Your Financial Services Advisor can provide information on your interest payment options.

Federal Direct Loan borrowers are required to sign a Master Promissory Note (MPN) and completed Entrance Counseling prior to the disbursement of their first student loan. Federal Direct Student Loan borrowers are also required to complete loan exit counseling when they graduate, are enrolled less than half time or withdraw from school. Your Financial Services Department will notify you of your requirement to complete exit counseling. For more information on Federal Direct Student Loans, visit www.studentloans.gov.

Federal Parent Loan for Undergraduate Students (PLUS)
The Federal PLUS Program enables parents to borrow directly from the US Department of Education lending institutions to pay for a dependent child’s cost of education. Repayment begins on the date the loan is fully disbursed, and payment is made over a ten or twenty year period. Payments may be deferred upon request. The interest is a variable rate as determined annually by the federal government.

Other Financial Sources

Governmental Agencies
Various governmental agencies administer programs that assist with educational costs. These agencies may include the Department of Veterans Affairs (VA), Bureau of Indian Affairs (BIA), New York Vocational Educational Services for Individuals with Disabilities (VESID), Trade Readjustment Act (TRA), Workforce Investment Act (WIA), and others. For further information regarding eligibility, contact your high school guidance counselor, other social services agencies, or Bryant & Stratton College.

Scholarship and Grants
Tuition scholarships and grants are available to students to fund education and expenses. A list of available awards are posted to the website at www.bryantstratton.edu. A printed listing is also available at the admissions office.

Annual Loan Limits for Undergraduate and Graduate/Professional Students
Effective for loans first disbursed on or after July 1, 2008

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<th>Dependent Students (excluding students whose parents cannot borrow PLUS)</th>
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<td>C</td>
<td>C</td>
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</tbody>
</table>

Approved for:
C - Campus delivery
D - Online delivery

NOTE: All programs may not be offered at each campus every semester.
Scholarships for New York State

Bryant & Stratton College administers scholarships for students demonstrating outstanding leadership qualities, academic abilities and/or financial need. Students interested in applying for scholarships during their time at college should consult the scholarship listings available in the Financial Aid Department or at http://www.bryantstratton.edu/pdf/SGD.pdf for specific criteria.

Merit Scholarships

Tuition scholarships are awarded at most Bryant & Stratton College campuses on a competitive basis. These scholarships are available to recent high school seniors, adult learners, online learners, and Bachelor Degree Program students. Scholarships are awarded based upon the materials submitted to the Scholarship Committee. Scholarships may be awarded contingent upon the application submittal and acceptance deadline set forth in the scholarship to a Bryant & Stratton College degree program. An award can be used at any campus location during the awarded school year(s) and is not transferable for use by any other person. Scholarships may be renewable for each semester that the recipient continuously attends, maintains satisfactory academic progress, a GPA of 3.0, and adheres to the College’s regulations and policies as outlined in the Official Catalog. Scholarship awards cover all or part of the cost of full-time tuition (12-18 credit hours per semester). All other costs such as college fees, books, supplies and proficiencies are paid in full by the student.

Bryant & Stratton College requires scholarship recipients to apply for federal and state grants. Any funds awarded under such grant programs will be applied first toward the student’s tuition. The Bryant & Stratton College Scholarship will then be applied to any remaining tuition balance. The value of any scholarship will not exceed the cost of tuition after the amount of state only grant award(s) has been applied. Scholarships are funded proportionally on a consecutive semester basis without interruption over the scholarship award period. Should circumstances warrant other consideration, only the Campus Director may grant approval.

Matching Scholarships

Bryant & Stratton College will match the dollar value of any scholarship awarded to any student from a professional organization with a valid academic scholarship program. The organization cannot be affiliated with Bryant & Stratton College. Organizations, typically 501(c)(3)s, may include but are not limited to unions, civic or fraternal groups, philanthropic societies, educational entities, and local or national professional groups and business firms. Scholarships from private or public businesses must be reviewed and pre-approved by the College. The focus of the review will include history of the program, past award amounts, award criteria, breadth of eligible award recipients and potential annual total award amounts. Scholarships provided to employees of public or private businesses must include eligibility criteria in addition to employment to be eligible for a matching scholarship. Internal College-specific scholarships are excluded from the matching program.

The dollar value will be applied towards tuition up to the full value of the scholarship that qualifies the student for this program, and in no instance will the amount exceed the full value of the program in which the student originally enrolled. The value of the scholarship will not exceed the cost of tuition after the amount of state grant awards has been applied. Bryant & Stratton College Matching Scholarships are funded on a consecutive semester basis without interruption over the award period identified by the granting agency. Documented proof of the organization’s academic scholarship program must accompany the Bryant & Stratton College Matching Scholarship application and must include written and specific eligibility criteria and/or conditions for awarding scholarship funds. Documentation should be submitted no later than two weeks prior to the start of classes.

Early Acceptance Scholarship Program

The Bryant & Stratton College campuses can award one-time scholarships of $500 each to students who complete the entire enrollment process by a deadline predetermined and specified by the local scholarship committees at each campus.

To be eligible for the award a student must:

• Meet with an admissions representative for a personal interview to determine program selection;
• Complete an application for enrollment in the spring or fall semester;
• Submit an essay that addresses these questions:
  • "Why are you interested in Bryant & Stratton College?"
  • "Why are you the best candidate for the scholarship?"
  • "How do you plan on using your Bryant & Stratton College education?"

The selection of winners will be based on the highest evaluation scores and the strength of the application as determined by the Scholarship Committee.

Institutional Grants Programs for New York State

The Bryant & Stratton College offers grant programs that are need based programs designed to assist students in paying educational costs. The programs are administered on a first-come, first-served basis for eligible students. The value of the grant will not exceed the total cost of tuition, fees, and books, minus all other forms of financial aid, which includes: grants, student loans, parent loans, scholarships and matching scholarships. Under extraordinary circumstances the College may allow student credit balance refunds when disbursing institutional grants. Students interested in applying for grants during their time at college should consult the grant listings available in the Financial Aid Department or at http://www.bryantstratton.edu/pdf/SGD.pdf for specific criteria.

Student eligibility for an institutional grant is determined when the student is packaged for financial aid. Certain institutional grants will be disbursed to the student’s account during the last week of the term. If a student withdraws, stops attending within a term, is academically dismissed or suspended, the student will no longer be eligible for the institutional grant for that term. Please see your campus financial services office for additional information as criteria for grants vary.
PROGRAMS OF STUDY – New York

In New York State, Bryant & Stratton College campuses are authorized by the New York State Board of Regents to confer the Associate of Occupational Studies and Associate of Applied Science degrees and related diploma programs. The Amherst, Buffalo and Southtowns campuses are approved by the NY State Board of Regents to confer the Bachelor of Business Administration degree. The Southtowns, Syracuse North and Albany campuses are approved by the NY State Board of Regents to confer the Bachelor of Science degree. Documents describing the particular Campus’ accreditation are available for review in the office of the Campus Director.

The Medical Assisting programs offered at Albany, Amherst, Buffalo, Greece, Henrietta, Southtowns, Syracuse and Syracuse North campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org), on recommendation of the Medical Assisting Education Review (MAERB).

FINANCIAL AID PROGRAMS — New York

In order to meet the general eligibility requirements for the state financial assistance program in New York, a student must:

- Be a legal New York State (NYS) resident (for one year) and a U.S. citizen or eligible non-citizen.
- Be enrolled full time and matriculated in a program of study at Bryant & Stratton College.
- Not be in default on any NYS or federally insured student loans.
- Maintain satisfactory academic progress according to New York State standards.
- Meet the requirements of accelerated TAP as outlined.
- Students must attempt 12 credits to receive TAP. Therefore online learners who do not attend their second session classes forfeit their eligibility for these grants.
- Have graduated from high school in the United States, earned a GED or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department.

Tuition Assistance Program (TAP)

TAP is a New York State grant program which is available to New York State residents for full-time study at approved institutions. TAP grants are based on your family’s New York State taxable income, federal, state or local pension income and private and annuity income, if applicable, for the previous year. Your financial status (independent or dependent) and the number of family members in college may also impact your reward. Your TAP award, depending upon your status, can range from $500 to $5,165 per academic year.

By law, undergraduate students’ TAP awards are subject to a $100 annual reduction after students have received the equivalent of two full years of TAP Assistance the reduction is taken. The state will take these reductions in $50 intervals each term.

New York State TAP Program Requirements

The New York State TAP program has additional requirements for satisfactory academic progress standards that must be met for continued eligibility:

Successful Program Pursuit requires completion of a percentage of the minimum full-time course load according to the following schedule:

<table>
<thead>
<tr>
<th>Year of Eligibility</th>
<th>Percent Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st (0-12 points)</td>
<td>50% (6 credit hours)</td>
</tr>
<tr>
<td>2nd (13-24 points)</td>
<td>75% (9 credit hours)</td>
</tr>
<tr>
<td>3rd (25-36 points)</td>
<td>100% (12 credit hours)</td>
</tr>
<tr>
<td>4th (37-48 points)</td>
<td>100% (12 credit hours)</td>
</tr>
</tbody>
</table>

Standards of Satisfactory Academic Progress for the Purpose of Determining Eligibility for State Student Aid

Students should contact their financial aid advisor to determine which version of the NYS SAP charts will be applied.

Program: Baccalaureate Semester Based Program Chart (2006 Standards) -- applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>21</td>
<td>33</td>
<td>45</td>
<td>60</td>
<td>75</td>
<td>90</td>
<td>105</td>
</tr>
<tr>
<td>With at least this grade point average</td>
<td>0</td>
<td>1.1</td>
<td>1.2</td>
<td>1.3</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Program: Baccalaureate Semester Based Program Chart (New Standards in Proposed Budget) -- applies to non-remedial students first receiving aid in 2010-11 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for this payment</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student must have accrued at least this many credits</td>
<td>0</td>
<td>6</td>
<td>15</td>
<td>27</td>
<td>39</td>
<td>51</td>
<td>66</td>
<td>81</td>
<td>96</td>
<td>111</td>
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<tr>
<td>With at least this grade point average</td>
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<td>1.5</td>
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<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
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</table>

Program: Associate Degrees Semester Based Program Chart (2006 Standards) -- applies to students first receiving aid in 2007-08 through and including 2009-10 and remedial students first receiving aid in 2007-08 and thereafter.

Before being certified for this payment

A student must have accrued at least this many credits

With at least this grade point average

Program: Associate Degrees Semester Based Program Chart (New Standards in Proposed Budget) -- applies to non-remedial students first receiving aid in 2010-11 and thereafter.

Before being certified for this payment

A student must have accrued at least this many credits

With at least this grade point average

If students transfer from other postsecondary institutions or if they change their major program at Bryant & Stratton College, they will be positioned in the Standards of Academic Progress Chart to their best advantage as indicated by the number of credit hours approved for transfer into the program.

Specific criteria which explains in detail the level of performance required for good academic standing as approved by the New York State Education Department are available to all students in the Academic Office at each campus.
Satisfactory TAP Academic Progress
Program Pursuit and Pursuit Level
Students who have lost TAP eligibility may have this standing restored in one of the following ways:
- Make up past academic deficiencies by completing one semester of study without any state aid or scholarships
- Be readmitted to College after an absence of at least one calendar year
- Transfer to another institution
- Use a one-time TAP waiver

TAP Waiver
Regulations of the New York State Commissioner of Education permits students to receive a one-time waiver of TAP academic progress and pursuit level requirements as an undergraduate. Waivers to these requirements may be granted upon specific application and must be completed in accordance with the institution’s criteria. The institution may grant a waiver only in extreme situations where extenuating circumstances warrant its use. The chief academic official in conjunction with the financial aid official approves or declines waiver requests.

Aid for Part-Time Study (APTS)
The Aid for Part-Time Study Program is a New York State grant program which provides up to $2,000 per year not to exceed actual tuition cost to help part-time students meet their educational expenses, and has limited availability of funds.

Accelerated TAP
Effective January 2007, any student enrolled in his or her third consecutive semester must have earned 24 credit hours, or their equivalent, during the preceding two semesters to be eligible for TAP during that semester.

NYS – GI Bill Educational Benefits
Bryant & Stratton College programs are approved for the training of eligible veterans, eligible selected reservists, and eligible dependents by the New York State State Board of Veterans Education.

New York State Veteran’s Tuition Awards are awarded to eligible full-time and part-time veterans matriculated in an undergraduate degree program. 2014-2015 awards are set at $2,000 per year not to exceed actual tuition cost to help part-time students meet their educational expenses, and has limited availability of funds.

Campus Program Accreditation
The occupational therapy assistant programs at Rochester and Syracuse are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Rochester and Syracuse programs 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 graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure 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.

Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814
Telephone: 301-652-AOTA
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877
Telephone: 301-990-7979
www.nbcot.org

Accreditation in Physical Therapy Education (CAPTE)
Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Graduation from a physical therapist assistant education program accredited by CAPTE is necessary for eligibility to sit for the PTA licensure examination which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Student Complaints
Bryant & Stratton College prides itself in providing a positive experience for all students. In the event you become dissatisfied with any aspect of your educational experience, you have the right to post a formal complaint. To register a formal complaint you should adhere to the following procedure.

1. Prepare a written complaint describing the nature of the problem, the date of occurrence, and your student identification number. You can mail, e-mail or submit a paper copy of your complaint. Send this formal complaint to the manager of the appropriate department. If your concern does not relate to a specific department, address your complaint to the Dean.
2. You will receive a return message within 5 business days, confirming that your complaint has been received.
3. Within 10 business days of receipt of the complaint, you will receive an official response from the manager or campus designate. The response may include a scheduled meeting, resolution action, or referral to a committee.
4. All formal complaints are retained as part of the student files.
5. If you are dissatisfied with the response from the campus department manager, you may submit your concern to the Campus Director.

Immunization
Upon acceptance, all students attending schools in New York State (full-time and part-time) born on or after January 1, 1957, are required to submit proof of immunization against measles, mumps, and rubella. Persons born prior to January 1, 1957, are exempt from this requirement. Proof of immunity is required of students for continued college attendance beyond 30 days in New York State. Students who fail to produce adequate documentation within 30 days of the start of their first semester of enrollment will be dismissed from College. An admissions representative can provide full information on this requirement. Effective August 15, 2003 the Public Health Law requires all new students to sign documentation regarding meningitis.

Campus Crime Reporting and Statistics
The Advisory Committee on Campus Safety will provide within ten days of request all campus crime statistics as reported to the United States Department of Education. This request may be made in person or by contacting your campus Business Office at the following number:

Buffalo Campus 716-884-9120, ext. 252
Amherst Campus 716-625-6300, ext. 254
Southtowns Campus 716-677-9500, ext. 126
Greene Campus 585-292-0660, ext. 219
Henrietta Campus 585-292-5627, ext. 137
Syracuse Campus 315-472-6603, ext. 277
Syracuse North Campus 315-652-6500, ext. 230
Albany/Malta Campus 518-437-1802, ext. 228

You may also access this information online at www.oep.ed.gov/security
### Health Care - Non-Clinical

<table>
<thead>
<tr>
<th>Program</th>
<th>B&amp;SC Code</th>
<th>CIP Code</th>
<th>Cleveland Downtown</th>
<th>Eastlake</th>
<th>Parma</th>
<th>Akron</th>
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<tbody>
<tr>
<td>Health Services Administration - BS</td>
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NOTE: All programs may not be offered at every campus every semester.

### Health Care - Clinical

<table>
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<th>Program</th>
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<th>CIP Code</th>
<th>Cleveland Downtown</th>
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NOTE: All programs may not be offered at every campus every semester.

### Business

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<th>Parma</th>
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NOTE: All programs may not be offered at every campus every semester.

### Technology

<table>
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<th>Program</th>
<th>B&amp;SC Code</th>
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<th>Cleveland Downtown</th>
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<td>Networking Technology - AAS</td>
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NOTE: All programs may not be offered at every campus every semester.

### Human & Legal Services

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<tr>
<th>Program</th>
<th>B&amp;SC Code</th>
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<th>Cleveland Downtown</th>
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NOTE: All programs may not be offered at every campus every semester.

### Hospitality

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Approved for:
- C: Campus delivery
- O: Online delivery

NOTE: All programs may not be offered at every campus every semester.
All four Ohio Campuses are authorized by the state of Ohio to confer Associate and Baccalaureate Degrees. These degrees are also approved by the Ohio Department of Higher Education.

The Medical Assisting programs at the Akron, Cleveland Downtown, Eastlake, and Parma campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Medical Assisting Education Review Board (MAERB).

The Licensed Practical Nurse diploma program offered at the Parma and Akron campuses have conditional approval by the Ohio Board of Nursing.

The A.D.N. nursing programs offered at the Eastlake and Parma campuses are viewed as one program by the Ohio Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Akron campus nursing program is viewed as a separate program by the Ohio Board of Nursing and ACEN, and is accredited by ACEN.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: 404-975-5000
www.acenursing.org

Students are notified of new policies or changes to existing nursing program policies and procedures from the Nursing Program Director. Students also receive updates to the Nursing Handbook and Official Catalog each semester.

The baccalaureate degree in nursing program at the Parma campus is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001 202-463-6930.

The occupational therapy assistant program at Eastlake is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the Eastlake 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 graduate will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure 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.

Accreditation Council for Occupational Therapy Education (ACOTE)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814
Telephone: 301-652-AOTA
www.acoteonline.org

National Board for Certification in Occupational Therapy (NBCOT)
12 South Summit Avenue, Suite 100
Gaithersburg, MD 20877
Telephone: 301-990-7979
www.nbcot.org

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org).

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Graduation from a physical therapist assistant education program accredited by CAPTE is necessary for eligibility to sit for the PTA licensure examination which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

The Physical Therapist Assistant program at the Parma campus is a new program applicant pursuing initial accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted.

Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703-684-2782
www.capteonline.org

Ohio College Opportunity Grant (OCOG)
Ohio residents attending Bryant & Stratton College at one of the Ohio campus locations, may be eligible for this grant. Grants are available to full or part-time students and are based on the student’s effective family contribution (EFC) of $2,190 or less and a maximum household income of $75,000 for the 2017-2018 aid year. Students can receive an award ranging from $285 to $1,140 per year, limited to ten (10) semesters of any combination of state, needs-based grants. For the most current information regarding OCOG awards visit the state of Ohio website at https://www.ohiohighered.org/ocog
### Programs of Study — Virginia

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Certified for:

C: Campus delivery
O: Online delivery

NOTE: All programs may not be offered at every campus every semester.
PROGRAMS OF STUDY — VIRGINIA

Bryant & Stratton College is certified by the State Council of Higher Education for Virginia (SCHEV) to confer diplomas, Associate of Applied Science (AAS) degrees and Baccalaureate degrees. SCHEV recognizes the AAS as a terminal degree. Additionally, SCHEV requires 30% of total degree plan credits to be earned at the institution granting the credential.

Bryant & Stratton College is a Principles of Excellence school and approved for participation in various veteran aid programs including Military Tuition Assistance and GI Bill® for the training of U.S. veterans and their families. Military students and their families should contact their Department of Veterans Affairs representative for more information on a veteran’s benefit eligibility. The College is approved for administering educational programs sponsored by state agencies such as the state rehabilitative services.

Medical Assisting Associate Degree
The Medical Assisting program at Richmond, Virginia Beach, and Hampton are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on recommendation of the Medical Assisting Education Review Board (MAERB).

Licensed Practical Nurse Diploma
The Licensed Practical Nurse diploma program offered at the Richmond campus has initial approval by the Virginia Board of Nursing.

Nursing Associate Degree
The associate degree nursing program offered at the Virginia Beach and Hampton campuses have initial approval by the Virginia Board of Nursing.

The associate degree nursing program offered at the Richmond campus has full approval by the Virginia Board of Nursing, and is accredited by the Accrediting Commission for Education in Nursing, (ACEN).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: 404-975-5000
www.acenursing.org

RN to BSN
The baccalaureate degree in nursing program at the Richmond campus is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001, 202-463-6930.

Students are notified of new policies or changes to existing nursing program policies and procedures from the Nursing Program Director. Students also receive updates to the Nursing Handbook and Official Catalog each semester.

Academic Advisement and Support
Students enrolled at Bryant & Stratton College are assigned an academic advisor to support their degree or diploma plan. Students are guided to achieve both academic and career goals. Academic advisors are available on campus for in-person or phone meetings. The ADA Coordinator and Grievance Coordinator email addresses are listed on the website under student services.

Criminal Justices Programs
The Criminal Justice Studies AAS and Criminal Justice and Security Services diploma programs will not provide the required training for entry level position in law enforcement, corrections, armed security, certain unarmed security and other careers requiring certification, licensure, or registration with the Virginia Department of Criminal Justice Services (DCJS). Students who complete these programs in Virginia will be required to obtain certification through CDJS approved training facilities to meet the minimum requirements for those positions.

Health Services Administration Program
The Bachelor of Science in Health Services Administration program does not satisfy the education and training requirements for initial licensure as a Nursing Home Administrator or Assisted Living Facility Administrator in the state of Virginia. Students seeking licensure are strongly encouraged to research the state licensure requirements prior to enrollment. A criminal record may prevent an applicant from obtaining licensure, certification, or employment in this field of study.

Early Childhood Education Program
A career in Early Childhood Education may involve meeting certain licensing, training and other requirements that can vary by vocation and state. Virginia residents should refer to licensure regulations for school personnel at the following government site:

Teacher candidates will find additional information at the Virginia Department of Education at the address below:
Virginia Dept. of Education
James Monroe Building
101 N. 14th St.
Richmond, VA 23219
http://www.doe.virginia.gov/

Tuition Refunds - Virginia Only
For a student who officially withdraws from the Virginia Campuses of Bryant & Stratton College, a refund will be computed according to the following guidelines:

(a) A student who enters College but withdraws during the first 1/4 (25%) of the period is entitled to receive as a refund a minimum of 50% of the stated cost of the course or program for the period.

(b) A student who enters College but withdraws after completing 1/4 (25%), but less than 1/2 (50%) of the period is entitled to receive as a refund a minimum of 25% of the stated cost of the course or program for the period.

(c) A student who withdraws after completing 1/2 (50%), or more than 1/2 (50%), of the period is not entitled to a refund.
# Programs of Study — Wisconsin

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Approved for:
- C: Campus delivery
- O: Online delivery

NOTE: All programs may not be offered at every campus every semester.
PROGRAMS OF STUDY – Wisconsin

The State of Wisconsin Educational Approval Board (EAB) has approved the programs, which Bryant & Stratton College offers, and the EAB has authorized the College to confer the Associate of Applied Science (AAS) degree and Baccalaureate degrees (BBA, BS, BSN).

The Milwaukee, Bayshore, and Wauwatosa Medical Assisting programs are accredited by the Commission on Accreditation of Allied Health Education Program (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB). The Milwaukee, Bayshore, and Wauwatosa programs have been placed on Probationary Accreditation as of May 2017.

The Licensed Practical Nurse diploma program located in Wauwatosa and Bayshore, WI is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN). The ADN Nursing program offered at the Wauwatosa and Bayshore campuses is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Wisconsin Board of Nursing and the ACEN view the Nursing programs at these campuses as one accredited program.

The Licensed Practical Nurse diploma program located in Wauwatosa and Bayshore, WI is a candidate for accreditation by the Accreditation Commission for Education in Nursing (ACEN).

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road, Suite 850
Atlanta, GA 30326
Telephone: 404-975-5000
www.acenursing.org

Nursing students are notified of new policies or changes to existing nursing program policies and procedures from the Nursing Program Director. Students also receive updates to the Nursing Handbook and Official Catalog each semester.

The Occupational Therapy Assistant program at Wauwatosa is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) for the American Occupational Therapy Association (AOTA), which is required in all states. Once accreditation of the Physical Therapist Assistant Program has been obtained, its graduates will be eligible to sit for National Physical Therapist Assistant Examination (NPTE-PTA) through the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
Telephone: 703-684-2782
www.capteonline.org

Transportation Fee

The bus pass charge at the Bayshore and Milwaukee campus is $45 each semester.

Leaves of Absence

Bryant & Stratton College does not recognize leaves of absence except for active military duty.

Placement Advisement

All graduates who have successfully completed a degree program at Bryant & Stratton College are eligible for placement advice. Graduates of Bryant & Stratton may receive placement advice at any Bryant & Stratton location.

Records Retention

The College retains student financial and academic records for a period of six years. Academic transcripts are permanently retained.

Tuition Refunds – Wisconsin only

Refunds will be computed according to the following guidelines:

A student who withdraws or is dismissed after attending at least one class or submitting at least one lesson, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

2. Refunds shall be paid within 40 days after the effective date of termination.

3. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student’s control.
Bryant & Stratton College

Programs of Study

Baccalaureate Degrees
Accounting, BBA
Digital Marketing, BBA
General Management, BBA
Health Services Administration, BS
\* Nursing Generalist, BSN
Registered Nursing to BSN
Organizational Leadership, BPS

Associate Degrees
Accounting, AAS
Business, AAS
Criminal Justice Studies, AAS
\* Criminal Justice Studies, OPOTA Certification, AAS
Digital Marketing, AAS
Early Childhood Education, AAS
Financial Support Services, AAS
\* Graphic Design, AAS
Health Services Administration, AAS
Hospitality Management/Restaurant & Hotel Management, AAS
Human Resources Specialist, AAS
Human and Social Services, AAS
Medical Administrative Assistant, AAS
\* Medical Assisting, AAS
Medical Reimbursement & Coding, AAS
Networking Technology, AAS
\* Nursing, A.D.N./AAS
Occupational Therapy Assistant, AAS
Office Management, AAS
Paralegal Studies, AAS
Physical Therapist Assistant, AAS

Diplomas
Accounting Assistant
Business Assistant
Criminal Justice and Security Services
\* Criminal Justice and Security Services OPOTA Cert.
Digital Marketing Specialist
Early Childhood Care and Development
Health Services Assistant
Hospitality Assistant
Human and Social Services Assistant
Information Technology Assistant
\* Licensed Practical Nurse
Legal Office Assistant
Medical Office Assistant
Medical Billing and Coding
Office Administrative Assistant

\* Designates the program is only available at a campus (not available online).
**Accounting - B.B.A.**  
**Program: ACCT-BBA**

The Bachelor of Business Administration in Accounting program prepares graduates to begin a variety of accounting and financial related careers in business, industry, government and nonprofit organizations. Employment opportunities include financial accountant, staff accountant, internal auditor, tax accountant, management accountant, financial analyst, financial manager, revenue analyst, budget analyst and business manager.

Graduates will gain an understanding of the accounting industry and will develop the interpersonal, decision making and analytical skills required to manage workplace problems and situations. The well-balanced curriculum coupled with the diversified educational training will prepare graduates to be successful in today’s accounting industry.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Recognize the commonalities between financial theory and tax law and the economic and social policy issues of taxation.
- Record and report financial information using Generally Accepted Accounting Principles (GAAP).
- Solve technology challenges, maintain systems, analyze data, and communicate results using business related computer applications.
- Judge appropriate ethical behaviors that follow the laws and regulations applicable to accounting practice.
- Integrate theory, knowledge and technology to interpret financial and non-financial information to aid decision makers within an organization.
- Justify the contributions of the increasingly internationally diverse society and defend its global and economic impact.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<td>ACCT110</td>
<td>Accounting Principles I</td>
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<td>ACCT130</td>
<td>Income Tax Accounting</td>
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<td>ACCT205</td>
<td>Accounting Principles II</td>
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<td>Payroll Records &amp; Procedures</td>
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<td>Computerized Accounting Systems</td>
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<td>BUSS213</td>
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<td>Office Applications-Spreadsheets &amp; Databases</td>
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**Total Credit Hours Required for Graduation**: 120

* Dedicated online learners take alternate courses.
Digital marketing applies digital technologies to marketing techniques. In addition to learning advanced business management and marketing concepts, students will develop an understanding of the ethical and cultural awareness needed in global business and marketing. Students will also practice employing current technologies and social media to attract and engage with consumers, encourage brand growth, and increase sales. This program prepares students to analyze markets and audiences, assess advertising effectiveness, and formulate digital strategies to create targeted digital marketing campaigns. Students learn to apply effective communication techniques, traditional marketing and promotional strategies, and a combination of various digital marketing methods, including email, mobile, and internet marketing strategies. Furthermore, students learn to analyze web data to optimize website utilization.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Evaluate the effectiveness of digital marketing campaigns at the local, national, and global level and propose tactics to support the marketing strategy.
- Use traditional and digital marketing strategies to enhance brand visibility and accessibility, as measured by website traffic and inquiry to sales conversions.
- Engage with customers through various digital marketing pathways to build loyalty, as measured by repeat business or customer satisfaction levels.
- Analyze consumer behavior and marketing campaign results to address business needs.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusion and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

Digital Marketing – B.B.A.
Campus Program: DGMK

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<td>MARK120 Web Analytics &amp; Reporting</td>
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<td>MARK210 Search Engine Marketing &amp; Optimization</td>
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<td>MARK230 Pay Per Click &amp; Display Advertising</td>
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<td><strong>Total Credit Hours Required for Graduation</strong></td>
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Dedicated online learners take alternate courses.
General Management - B.B.A.

Program: GMGT

Graduates of the Bachelor of Business Administration program are prepared for professional careers in business, government, and non-profit organizations. Courses in this unique program provide students with the skill sets required of knowledgeable workers in this Information Age. Graduates will have the problem solving, strategic planning, communication, interpersonal, and technology application skills needed to meet operational demands and resolve contemporary business problems. Through exposure to active learning techniques, practical application of research methods, team projects, presentations, and internships, students will be prepared not only for the challenges of management positions, but also for a life of continued learning - both at work and in their private lives.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Apply contemporary knowledge and skill sets to work effectively in the business community.
- Display a working knowledge of strategic business applications, evaluative techniques, and management processes as well as the role business plays in a global economy.
- Demonstrate sensitivity to and appreciation for ethical issues and deport themselves in an ethical manner at all times.
- Display an appreciation for and understanding of humankind’s accomplishments in world affairs, arts & humanities, and the social sciences.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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<td>SOSC115 Career Development I – Theory &amp; Practice</td>
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<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
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Liberal Arts Electives  9

Open Electives  21

Total Credit Hours Required for Graduation 120

*Dedicated online learners take alternate courses*
Health Services Administration - B.S.
Program: HSAD

The Bachelor of Science in Health Services Administration program is designed to prepare graduates for entry-level and assistant management positions in medical settings such as hospitals, clinics, nursing care facilities, doctors’ offices, and insurance companies. Health services administrators are often responsible for creating and implementing policy and procedures, hiring and supervising staff, controlling finances, ordering supplies, and coordinating plans and activities with those of other health care managers.

The central focus of the program is to provide a comprehensive base in health-related knowledge and concepts as well as the management of health services and facilities, with emphases on finance, legal aspects in healthcare, disaster planning and management, and information systems. The Bachelor of Science in Health Services Administration program prepares students to excel in decision-making skills, critical thinking, and small group communications.

Research opportunities and field experiences offer students insight into real-world applications of the information and skills they learn in class and help students prepare to successfully transition into a health care administration or management career.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Analyze and apply contemporary knowledge and skill sets to work and problem solve effectively in a managerial/leadership capacity and health services setting.
- Utilize effective skills in leadership, long-term care management, human resource development, financial and strategic planning, legal and ethical considerations, and patient safety and quality care in the health services environment.
- Evaluate and apply leadership skills, including recognizing and using soft skills in the healthcare environment.
- Use legal and ethical principles to analyze and apply management practices of healthcare organizations and delivery of patient care.
- Research information management systems to evaluate and select technologies appropriate to a particular healthcare setting.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
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<td>BUSS215</td>
<td>Management Principles</td>
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<td>Healthcare Terminology</td>
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<td>Introduction to Health &amp; Human Services Organizations</td>
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<td>Healthcare Information Systems</td>
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<td>HTHS230</td>
<td>Funding Health &amp; Human Services Organizations</td>
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<td>Health Services Management I</td>
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<td>HTHS315</td>
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<td>HTHS405</td>
<td>Long Term Care Management</td>
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<td>Workplace Mathematics</td>
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<td>NTRN270</td>
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<td>VOIM109</td>
<td>Office Applications - Word Processing &amp; Keyboarding</td>
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<th>Liberal Arts Requirements</th>
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<td>COMM104</td>
<td>Learning Communities</td>
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<td>COMM201</td>
<td>Public Speaking and Rhetorical Persuasion</td>
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<td>Macroeconomics</td>
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<td>ENGL302</td>
<td>Advanced Research, Writing, and Presenting</td>
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<td>MATH201</td>
<td>College Mathematics – Quantitative Reasoning</td>
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<td>MATH309</td>
<td>Statistics</td>
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<td>PHIL222</td>
<td>Ethics in Health &amp; Human Services</td>
</tr>
<tr>
<td>PHIL250</td>
<td>Practices in Analytic Reasoning and Critical Thinking</td>
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<tr>
<td>PHIL310</td>
<td>Logic and Reasoning</td>
</tr>
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<td>PSYC101</td>
<td>Principles of Psychology</td>
</tr>
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<td>Organization Psychology</td>
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<td>SOCS301</td>
<td>Interpersonal Relations and Group Dynamics</td>
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<tr>
<td>Liberal Arts Electives</td>
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</table>

Total Credit Hours Required for Graduation | 120

Dedicated online learners take alternate courses.
The Bachelor of Science Nurse Generalist Program is a comprehensive eight semester programs designed to promote the development of professional nurses who will meet the changing needs of patients. These nurses will address the increasing needs of persons trained for complex patient care in all healthcare settings and who are prepared to address particular needs in healthcare, prevention, treatment of diseases, illnesses and conditions, and rehabilitation across the lifespan. These needs that are influencing the nursing role changes are reflected in scientific advances, changing population demographics, technologic explosion, and increasing needs to better access health care and healthcare information (AACN, 2008). Students who complete this program are eligible to sit for the RN-N.C.L.E.X. licensure exam.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Employ the nursing process to implement comprehensive, safe, diverse, culturally effective patient-centered care across the lifespan in all health care settings.
- Demonstrate integration of knowledge, skills, professional attitude, through the use of critical thinking, best current evidence, and clinical judgment in providing care to individuals, groups, and communities with a variety of healthcare needs.
- Practice within the ethical, legal, and regulatory frameworks of nursing, health care, and its related agencies assuming they have no past conduct or convictions which prevent such practice.
- Fulfill the roles of the baccalaureate nurse generalist as provider of direct and indirect care, advocate, collaborator designer/manager/coordinator of care, and member of the profession.
- Construct a framework which promotes lifelong learning essential to continuous professional development and tolerance for the unpredictable and ambiguous nature of the healthcare system.
- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
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### Major Requirements

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<th>Course</th>
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<td>BIOL113</td>
<td>Anatomy &amp; Physiology I</td>
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<td>BIOL120</td>
<td>Microbiology Applications</td>
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<td>BIOL205</td>
<td>Pathophysiology</td>
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<tr>
<td>BIOL213</td>
<td>Anatomy &amp; Physiology II</td>
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<td>CHEM101</td>
<td>General Chemistry</td>
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<tr>
<td>NURS102</td>
<td>Foundations of Nursing Practice</td>
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<td>NURS125</td>
<td>Lifespan Development and Nursing Practice</td>
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<td>NURS215</td>
<td>Pharmacology for Nurses</td>
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<td>NURS231</td>
<td>Concepts Basic to Nursing</td>
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<td>NURS232</td>
<td>Nutrition in Healthcare</td>
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<td>NURS234</td>
<td>Psychomotor Skills Basic to Nursing Care</td>
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<td>NURS235</td>
<td>Health Assessment and Interpersonal Communication</td>
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<td>NURS301</td>
<td>Nursing Care of the Adult I</td>
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<td>NURS302</td>
<td>Gerontological Nursing</td>
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<td>NURS303</td>
<td>Nursing Care of the Reproducing Family</td>
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<td>NURS304</td>
<td>Psychiatric and Mental Health Nursing</td>
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<td>NURS401</td>
<td>Nursing Care of the Adult II</td>
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<td>NURS402</td>
<td>Nursing Care of Children and Families</td>
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<td>NURS403</td>
<td>Nursing Management and Leadership</td>
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<td>NURS404</td>
<td>Nursing in the Community</td>
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<td>NURS407</td>
<td>Nursing Research</td>
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### Liberal Art Requirements

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<th>Course</th>
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<tr>
<td>COMM115</td>
<td>Introduction to Information Literacy and Research</td>
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<tr>
<td>COMM201</td>
<td>Public Speaking and Rhetorical Persuasion</td>
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<td>ECON220</td>
<td>Macroeconomics</td>
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<tr>
<td>ENGL101</td>
<td>Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL250</td>
<td>Research and Writing II</td>
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<tr>
<td>MATH201</td>
<td>College Mathematics – Quantitative Reasoning</td>
<td>3</td>
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<tr>
<td>MATH309</td>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>PHIL250</td>
<td>Practices in Analytical Reasoning and Critical Thinking</td>
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</tr>
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<td>PHIL310</td>
<td>Logic and Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC101</td>
<td>Principles of Psychology</td>
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<td>PSYC310</td>
<td>Organizational Psychology</td>
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<td>SOSC102</td>
<td>Principles of Sociology</td>
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<td>SOSC301</td>
<td>Interpersonal Relations and Group Dynamics</td>
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### Total Credit Hours Required for Graduation

| Total Credit Hours Required for Graduation | 125 |

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
The RN-BSN option is designed for Associate’s degree graduates who have passed the RN-N.C.L.E.X. exam, obtained licensure, and wish to further their education by obtaining a Bachelor’s degree in nursing. RN-BSN plan students are advised on an individual basis and transcripts are evaluated on an individual basis for maximum transfer credit. Students must satisfy the requirements of the BSN Generalist degree plan in order to complete the RN-BSN plan. Nursing, biology, and liberal arts courses typically will transfer into the RN-BSN program.

The purpose of RN-BSN program is to assist, the registered nurse, to expand knowledge and skills beyond the clinical aspects of nursing, further develop nursing research abilities, and enhance leadership expertise, needed to be successful in a rapidly changing environment of health care delivery.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Employ the nursing process to implement comprehensive, safe, diverse, culturally effective patient-centered care across the lifespan in all health care settings.
- Demonstrate integration of knowledge, skills, professional attitude, through the use of critical thinking, best current evidence, and clinical judgment in providing care to individuals, groups, and communities with a variety of healthcare needs.
- Practice within the ethical, legal, and regulatory frameworks of nursing, health care, and its related agencies assuming they have no past conduct or convictions which prevent such practice.
- Fulfill the roles of the baccalaureate nurse generalist as provider of direct and indirect care, advocate, collaborator designer/manager/coordinator of care, and member of the profession.
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- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
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### Major Requirements

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<th>Semester</th>
<th>Credit Hour</th>
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<tr>
<td>Lower Division Nursing Credits</td>
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<tr>
<td>Upper Division Nursing Credits</td>
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<tr>
<td>NURS300</td>
<td>Health Assessment and Interpersonal Communication</td>
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<td>NURS302</td>
<td>Gerontology Nursing</td>
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<td>NURS306</td>
<td>Transition to Professional Nursing</td>
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<td>NURS310</td>
<td>Transcultural Nursing</td>
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<td>NURS403</td>
<td>Nursing Management &amp; Leadership</td>
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<td>NURS404</td>
<td>Nursing in the Community</td>
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### Liberal Arts Requirements

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<tr>
<td>COMM115</td>
<td>Introduction to Information Literacy</td>
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<td>Science Requirements</td>
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<tr>
<td>Anatomy</td>
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<td>Microbiology</td>
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<td>Pathophysiology</td>
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<td>Interpersonal Relationships and Group Dynamics</td>
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### Total Credits not to exceed 122

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
Organizational Leadership – B.P.S.  
Program: ORGL

Graduates of the Bachelor of Professional Studies will be prepared to grow into higher leadership positions within a variety of professional fields. *The unique, non-prescriptive nature of this degree allows students to earn 90 of the 120 total credits through the successful demonstration of prior learning and transfer credit. Using a building capacity approach and with the support of an appointed mentor, students will set personal, professional goals that align to courses, the program and institutional outcomes to elevate their skills, knowledge and leadership roles within their respective fields.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Collect and analyze data to assess situations, solve problems and capitalize on opportunities.
- Apply deductive mathematical and inductive reasoning to make informed decisions.
- Foster multi-direction communications and collaboration for transparency and quality management.
- Utilize tools and processes to guide others to achieve desired outcomes through dynamic change.
- Evaluate operational processes and strategic imperatives for efficacy.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

*Students enrolled in the degree in the State of Virginia can apply no more than 74 credits through prior learning assessment and transfer credit.

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<td>Major Requirements (OLLL100-OLLL299)</td>
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<td>ENGL202 Research &amp; Writing</td>
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<td>(ASUL300-ASUL499)</td>
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Student Consumer Information is available on Bryant & Stratton College’s website at  http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Accounting - A.A.S.
Program: ACCT

Bryant & Stratton College’s Accounting program provides the technical and critical skills needed to perform accounting functions and processes, including the acquisition, analysis and effective communication of financial information utilized in management decision making. Following graduation from this program, students will be prepared to enter such fields as general ledger accounting, managerial accounting and tax preparation. Entry-level positions may be found in the manufacturing, retail and service industries as well as the government sector.

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<tr>
<th>Major Requirements</th>
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<tr>
<td>ACCT130 Income Tax Accounting</td>
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<td>ACCT205 Accounting Principles II</td>
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<td>ACCT207 Payroll Procedures and Administration</td>
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<td>ACCT210 Computerized Accounting Systems</td>
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<td>ACCT220 Financial Analysis</td>
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<td>ACCT230 Cost Accounting</td>
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<td>BUSS100 Business Principles</td>
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<td>ENGL102 Research and Writing</td>
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<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
<td>3</td>
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<td>NTRN270 Career Development III - Internship</td>
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<td>VOIM112 Office Applications</td>
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<tr>
<td>Liberal Art Requirements</td>
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<tr>
<td>COMM104 Learning Communities</td>
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<tr>
<td>ENGL202 Research and Writing</td>
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<td>MATH201 College Math-Quantitative Reasoning</td>
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<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
</tr>
</tbody>
</table>

Accounting Assistant Diploma
Program: ACAD

The Accounting Assistant diploma program provides the technical and critical skills needed to perform accounting functions and processes, including the acquisition, analysis and effective communication of financial information. Students in this diploma program will be prepared for entry-level accounting clerk and bookkeeping positions within manufacturing, retail and service industries as well as the government sector. Graduates of this program may apply courses and earned credits toward the Accounting AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT110 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT130 Income Tax Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>VOIM112 Office Applications</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Liberal Art Requirements</td>
<td></td>
</tr>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>30</td>
</tr>
</tbody>
</table>

Dedicated online learners take alternate courses.

Graduates (degree •/ diploma +) will achieve the following program and institutional outcomes:

- Interpret and apply generally accepted accounting principles (GAAP) to analyze, record, and report financial information.
- Develop accounting reports for internal and external users.
- Analyze and interpret financial information to assist users in the management decision-making process.
- Select and utilize appropriate technology to complete accounting functions.
- Differentiate between ethical and unethical decisions.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Business - A.A.S
Program: BUSS

In this program, students develop the business skills, critical thinking skills, human relations skills and information technology skills that are required of employees in the 21st Century. Courses in this degree program provide students with a broad background in business communications, sales and marketing, accounting, business law, management principles and information technology.

Graduates of the program may apply their training to any one of several career opportunities including management trainee, service or sales representative, supervisor or department manager in a variety of business fields. Individuals desiring general business or self-employment in small business enterprises will find that this well-rounded program meets their needs.

Business Assistant Diploma
Program: BUAD

The Business Assistant diploma program will provide students with the technical and critical skills necessary to perform sales and service functions and processes aligned meeting customers’ needs and organizational goals. Students in this program develop skills for handling customer inquiries, improving processes and productivity, and providing information about an organization’s products and services to the consumer or client. Graduates of this program may apply courses and earned credits toward the Business AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT110 Accounting Principles I</td>
<td>3</td>
</tr>
<tr>
<td>ACCT205 Accounting Principles II</td>
<td>3</td>
</tr>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS110 Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS120 Sales &amp; Service Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUSS213 Business Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>BUSS215 Management Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECON220 Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 Career Development III-Internship</td>
<td>3</td>
</tr>
<tr>
<td>VOIM112 Office Applications</td>
<td>3</td>
</tr>
<tr>
<td>- Spreadsheets &amp; Databases</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
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</thead>
<tbody>
<tr>
<td>COMM104 Learning Communities</td>
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</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>- Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I - Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 60

Graduates (degree *) / diploma (+) will achieve the following program and institutional outcomes:

- Explain the role of business in a global environment.
- Recognize management and leadership skills.
- Demonstrate knowledge of numeric measurements within the business environment to make informed decisions.
- Select and apply current technology skills to specific business applications such as social media and cloud technology.
- Identify and apply the basic functions of management such as staffing, planning organizing, controlling and leading to the decision-making process.
- Formulate ethical decision-making skills that can be applied in the workplace.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Criminal Justice Studies - A.A.S.
Program: CJST

This program includes the study of the United States court systems, correctional organizations, law enforcement agencies, and both public and private security venues. Students will be provided with a survey of the skills and abilities necessary to adapt to the changing technology tools that are growing in use across the justice field such as digital crime, forensics and crime scene investigation. Students will also explore the nature and extent of crime and delinquency, and the cause and explanation of deviant behavior. This program is designed to provide graduates with a balance of theory and practice that will enhance their preparation for the varied and technology-driven justice field. Reading, writing, critical thinking skills, and ethical decision-making are rigorously applied and developed throughout the program.

Criminal Justice and Security Services Diploma
Program: CJSS

Upon completion of the diploma in Criminal Justice and Security Services program, graduates will have gained a broad comprehension of the justice system. This program includes the study of the United States court systems, correctional organizations, law enforcement agencies, and both public and private security venues. Students in this diploma program are prepared for entry-level positions in the security services field. Graduates of this program may apply the courses and credits toward the Criminal Justice Studies AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU112 Law Enforcement &amp; The Multicultural Community</td>
<td>3</td>
</tr>
<tr>
<td>CRJU135 Security in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJU155 Emerging Trends in Juvenile Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJU201 Criminology: Exploring Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRJU212 The Science &amp; Practice of Criminal Investigations</td>
<td>3</td>
</tr>
<tr>
<td>CRJU225 Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>CRJU235 Foundations of Criminal Law &amp; Procedure</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computer Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 Career Development III-Internship</td>
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<tr>
<td>Liberal Arts Requirements</td>
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</tr>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Sociology: Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
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<td></td>
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</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>30</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Students (degree +/diploma +) will achieve the following program and institutional outcomes:</td>
<td></td>
</tr>
<tr>
<td>- Identify and characterize the origins, and components that comprise the justice system at the federal, state, and local level.</td>
<td></td>
</tr>
<tr>
<td>- Adapt and apply information technology knowledge, skills, and abilities to justice applications.</td>
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</tr>
<tr>
<td>- Distinguish job functions and responsibilities of both public and private agencies serving the justice sectors.</td>
<td></td>
</tr>
<tr>
<td>- Prepare and evaluate reports, memos, and other documents to meet the professional standards of the justice system or private security field.</td>
<td></td>
</tr>
<tr>
<td>- Recognize safety and security issues such as threat awareness, safety procedures, and the basic equipment used to secure suspects or prisoners.</td>
<td></td>
</tr>
<tr>
<td>- Adapt essential communication skills to interact effectively with supervisors, peers, and the public in the various justice professional settings.</td>
<td></td>
</tr>
<tr>
<td>- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.</td>
<td></td>
</tr>
<tr>
<td>- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.</td>
<td></td>
</tr>
<tr>
<td>- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.</td>
<td></td>
</tr>
<tr>
<td>- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.</td>
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<tr>
<td>- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.</td>
<td></td>
</tr>
<tr>
<td>+ Demonstrate knowledge and skills employers expect of new hires entering the career field.</td>
<td></td>
</tr>
</tbody>
</table>

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Criminal Justice Studies - OPOTA Certification - A.A.S
Program: OPOA (OHIO ONLY)

This associate degree program provides a broad understanding of the criminal justice system. The program includes the study of the United States court systems, correctional organizations, law enforcement, and private security. Students study the nature and extent of crime and delinquency, and the cause and explanation of criminal behavior. Reading, writing, and critical thinking skills are rigorously applied and developed throughout the program of study. Graduates are prepared for entry-level employment in a variety of Criminal Justice fields. Upon completion of state and College program requirements, students will earn the Ohio Private Security Certification in addition to the associate degree.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU112 Law Enforcement and the Multicultural Community</td>
<td>3</td>
</tr>
<tr>
<td>CRJU115 Contemporary Issues in Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CRJU116 Ohio Security I</td>
<td>3</td>
</tr>
<tr>
<td>CRJU117 Ohio Security II</td>
<td>3</td>
</tr>
<tr>
<td>CRJU118 Ohio Security III</td>
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</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJU225 Security Administration</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<td>MATH101 Workplace Mathematics</td>
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<td>NTRN270 Career Development III – Internship</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics</td>
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<tr>
<td>– Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
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<tr>
<td>Liberal Arts Elective – (HUMA/NSCI)</td>
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<tr>
<td></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

| Open Elective                                           | 3                    |

| Total Credit Hours Required for Graduation | 60                  |

Graduates (degree +/diploma +) will achieve the following program and institutional outcomes:

• Apply basic theories of criminal justice operations and management.
• Communicate effectively within the criminal justice system.
• Understand the laws regulating public conduct.
• Understand and apply concepts of community relations.
• Identify and resolve ethical issues in criminal justice.
• Follow criminal law and liabilities.
• Use information technology skills in criminal justice applications.
• Satisfy all state and college program requirements of the Ohio Private Security Certification.
• + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• + Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
• + Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx

Criminal Justice and Security Services OPOTA Certification Diploma
Program: OPOD (OHIO ONLY)

This program includes the study of the United States court systems, correctional organizations, law enforcement, and private security agencies. Students study the nature and extent of crime and delinquency, and the cause and explanation of criminal behavior. Reading, writing, and critical thinking skills are rigorously applied and developed throughout the program of study. Graduates are prepared for entry-level employment in a variety of Justice fields. Upon completion of state and College program requirements, students will earn the Ohio Private Security Certification in addition to the Criminal Justice diploma.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>CRJU103 Introduction to the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CRJU116 Ohio Security I</td>
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<td>CRJU117 Ohio Security II</td>
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<tr>
<td>CRJU118 Ohio Security III</td>
<td>3</td>
</tr>
<tr>
<td>CRJU145 Justice Information Systems</td>
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<td>INFT124 Computing Skills</td>
<td>3</td>
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<tr>
<td>MATH101 Workplace Mathematics</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104 Learning Communities</td>
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</tr>
<tr>
<td>SOSCl04 Learning Communities</td>
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</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

| Total Credit Hours Required for Graduation | 30                  |
Digital Marketing – A.A.S.
Campus Program: DMAA
Digital marketing applies digital technologies to marketing techniques. In addition to learning fundamental business and marketing concepts, students will engage with current technologies to promote brands, increase sales, and interact with customers. This program prepares students to assess advertising effectiveness and formulate digital strategies to create targeted digital marketing campaigns. Students learn to use a combination of various digital marketing methods, including email, mobile, and internet marketing strategies. Additionally, students practice employing social media to attract consumers and encourage brand growth through the creation of brand ambassadors. Furthermore, students learn to analyze web data to optimize website utilization. Credits from the Digital Marketing AAS program articulate into the Digital Marketing Bachelor of Business Administration degree.

Graduates of this degree plan will achieve the following program and institutional outcomes:
- Design and implement effective digital marketing campaigns.
- Use digital marketing strategies to enhance brand visibility and accessibility and gain website traffic.
- Create consumer loyalty by engaging with customers through various digital marketing pathways.
- Analyze consumer digital behavior and marketing campaign results to increase sales.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS100</td>
<td>Business Principles</td>
</tr>
<tr>
<td>BUS110</td>
<td>Marketing Principles</td>
</tr>
<tr>
<td>ENGL102</td>
<td>Research &amp; Writing for the Workplace</td>
</tr>
<tr>
<td>INF124</td>
<td>Computing Skills</td>
</tr>
<tr>
<td>MARK100</td>
<td>Introduction to Digital Marketing</td>
</tr>
<tr>
<td>MARK110</td>
<td>Content &amp; Social Media Marketing</td>
</tr>
<tr>
<td>MARK120</td>
<td>Web Analytics &amp; Reporting</td>
</tr>
<tr>
<td>MARK210</td>
<td>Search Engine Marketing &amp; Optimization</td>
</tr>
<tr>
<td>MARK220</td>
<td>Mobile &amp; Email Marketing</td>
</tr>
<tr>
<td>MARK230</td>
<td>Pay Per Click &amp; Display Advertising</td>
</tr>
<tr>
<td>MARK240</td>
<td>Conversion Rate Optimization</td>
</tr>
<tr>
<td>MATH101</td>
<td>Workplace Mathematics</td>
</tr>
<tr>
<td>NTRN270</td>
<td>Career Development III – Internship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104</td>
<td>Learning Communities</td>
</tr>
<tr>
<td>ENGL202</td>
<td>Research &amp; Writing</td>
</tr>
<tr>
<td>MATH201</td>
<td>College Mathematics – Quantitative Reasoning</td>
</tr>
<tr>
<td>SOC115</td>
<td>Career Development I – Theory &amp; Practice</td>
</tr>
<tr>
<td>SOC218</td>
<td>Ethics in Social &amp; Digital Communities</td>
</tr>
<tr>
<td>SOC225</td>
<td>Career Development II – Theory &amp; Practice</td>
</tr>
<tr>
<td>Liberal Arts Elective</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 60

*Dedicated online learners take alternate courses*
Early Childhood Education – A.A.S.
Program: ECEA

The Early Childhood Education associate degree curriculum provides an understanding of early childhood theory and its application to childcare and educational settings. The program prepares individuals to work with children from infancy through middle childhood in a variety of childcare/early learning environments such as Head Start, childcare centers, child development programs, public education classrooms, early intervention and recreation programs, etc. In alignment with NAEYC standards, candidates will engage in: promoting child development and learning, building family and community relationships, observing, documenting, assessing and supporting young children, using developmentally effective approaches, using content knowledge to build meaningful curriculum, and demonstrating the knowledge, skills and dispositions of an early childhood professional.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Design, execute and assess meaningful, challenging curricula that promote comprehensive child development and learning outcomes for every child.
- Integrate health, safety and nutrition practices according to local, state and national standards.
- Create respectful, reciprocal relationships with children’s families and communities to foster involvement and support children’s development and learning.
- Observe, document and assess to support young children and families teaching and learning.
- Incorporate developmentally-appropriate guidance strategies to positively impact child behavior and social-emotional development.
- Organize work effectively to create a purposeful, responsive program, including preparation of written plans, progress records, parent communication and various reports.
- Utilize current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>ECED101</td>
<td>Foundations in Early Childhood Care and Education</td>
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<td>ECED102</td>
<td>Child Growth and Development</td>
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<td>Creative and Language Arts for Children</td>
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<td>ECED104</td>
<td>Health, Safety and Nutrition for the Young Child</td>
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<td>ECED105</td>
<td>Child Behavior, Observation and Evaluation</td>
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<td>ECED106</td>
<td>Family and Community Connections</td>
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<td>ECED107</td>
<td>Early Childhood Practice Experience</td>
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<tr>
<td>ECED201</td>
<td>Curriculum Planning and Assessment</td>
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<tr>
<td>ECED202</td>
<td>Early Childhood Program Administration</td>
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<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<tr>
<td>INFT124</td>
<td>Computing Skills</td>
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<tr>
<td>MATH101</td>
<td>Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270</td>
<td>Career Development III - Internship</td>
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Semester Credit Hours

<table>
<thead>
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<tr>
<td>39</td>
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Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>COMM104</td>
<td>Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL201</td>
<td>Research and Writing</td>
<td>3</td>
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<tr>
<td>MATH201</td>
<td>College Mathematics</td>
<td>3</td>
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<tr>
<td>GSOC115</td>
<td>Career Development I – Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>GSOC225</td>
<td>Career Development II – Theory and Practice</td>
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</tr>
<tr>
<td>Liberal Arts Electives</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation

60

- Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
The Financial Support Services degree program prepares graduates to perform a variety of customer services in banks, insurance agencies and savings and loan companies processing financial transactions and generating reports. This program is designed to teach our students these essential workplace skills through a combination of financial services and liberal arts courses.

Students will learn how to calculate complex mathematical equations, complete fundamental accounting transactions, conduct themselves in an appropriately ethical manner and adhere to current legal regulations that are necessary to succeed in the financial services industry. The liberal arts courses will focus on verbal, quantitative and lifelong learning competencies that will prepare graduates to develop strategies to meet both their personal and professional goals.

Students will have an opportunity to enhance their knowledge and apply their skills through a combination of coursework, internship and reflection. Career job titles may include finance service representative, customer service representative, billing and posting clerk, brokerage clerk, loan processor, and banking specialist.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Process financial transactions and generate reports that support client needs.
- Judge appropriate ethical behaviors that follow the laws and regulations applicable to the financial services industry.
- Solve complex mathematical equations including time value of money.
- Select and support client relationship that will sustain business and sustain long term remuneration.
- Formulate useful solutions to clients' financial and business related needs.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

### Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I</td>
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<tr>
<td>ACCT205</td>
<td>Accounting Principles II</td>
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<td>BUSS100</td>
<td>Business Principles</td>
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<tr>
<td>BUSS120</td>
<td>Sales &amp; Service Principles</td>
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<td>BUSS213</td>
<td>Business Law &amp; Ethics</td>
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<td>ECON220</td>
<td>Macroeconomics</td>
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<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<tr>
<td>FINA190</td>
<td>Finance Principles</td>
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<td>FINA201</td>
<td>Financial Concepts &amp; Calculations</td>
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<td>Computing Skills</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<td>NTRN270</td>
<td>Career Development III - Internship</td>
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<tr>
<td>VOIM112</td>
<td>Office Applications</td>
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<tr>
<td></td>
<td>- Spreadsheets &amp; Databases</td>
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#### Liberal Arts Requirements

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<th>Course Title</th>
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<tr>
<td>COMM104</td>
<td>Learning Communities</td>
<td>3</td>
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<tr>
<td>ENGL202</td>
<td>Research and Writing</td>
<td>3</td>
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<tr>
<td>MATH201</td>
<td>College Mathematics – Quantitative Reasoning</td>
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<tr>
<td>SOSC115</td>
<td>Career Development I – Theory &amp; Practice</td>
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<tr>
<td>SOSC225</td>
<td>Career Development II – Theory &amp; Practice</td>
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<tr>
<td>Liberal Arts Electives</td>
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</tr>
</tbody>
</table>

### Total Credits Required for Graduation: 60

α Dedicated online learners take alternate courses.
Graphic Design - A.A.S.
Program: GRAD

Bryant & Stratton College’s Graphic Design program focuses on the creative thinking and conceptual problem solving abilities to communicate messages to the public in order to inform, persuade, and sell. Students explore the synthesis of type, image, color, and layout to design and produce effective communication pieces. Students apply industry-standard design software to produce web sites, identity systems, annual reports, package designs, and a variety of print collateral materials.

Professional graphic designers teach many of the graphic design courses. The instructors work with the students to ensure hands-on practical learning through “real-world” projects.

Graduates of the program may seek employment in areas such as advertising agencies, graphic design firms, newspapers, and publishing firms. They will also possess the skills necessary to manage freelance careers.

Graduates of this degree plan will achieve the following program and institutional outcomes:
• Interpret, prioritize, and organize concepts into complete advertising and/or graphic design presentation for print and web.
• Critique their own design work and the design work of others.
• Work effectively as part of a design team.
• Utilize manual and industry standard graphic design software to select, collect, and manipulate texts and images.
• Communicate and negotiate effectively with producers and suppliers of design products.
• Assemble a portfolio of finished work that is displayed in a professional manner.
• Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ENGL102       Research and Writing for the Workplace</td>
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</tr>
<tr>
<td>GRAD100      Introduction to Design</td>
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</tr>
<tr>
<td>GRAD115      Page Layout</td>
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</tr>
<tr>
<td>GRAD120      Typography &amp; Layout</td>
<td>3</td>
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<tr>
<td>GRAD130      Production for Design</td>
<td>3</td>
</tr>
<tr>
<td>GRAD215      Digital Illustration</td>
<td>3</td>
</tr>
<tr>
<td>GRAD220      Graphic Design I</td>
<td>3</td>
</tr>
<tr>
<td>GRAD230      Imaging Technology</td>
<td>3</td>
</tr>
<tr>
<td>GRAD240      Graphic Design II</td>
<td>3</td>
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<tr>
<td>GRAD250      Advanced Page Layout</td>
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<tr>
<td>INFT124      Computing Skills</td>
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<td>MATH101      Workplace Mathematics</td>
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<td>NTRTN270    Career Development III - Theory &amp; Practice</td>
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Liberal Arts Requirements
COMM104    Learning Communities                        3
ENGL202     Research and Writing                        3
MATH201     College Mathematics – Quantitative Reasoning 3
SOSC115     Career Development I – Theory & Practice     3
SOSC225     Career Development II – Theory & Practice    3
Liberal Arts Electives                                  6

Total Credit Hours Required for Graduation 60

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Health Services Administration - A.A.S.
Program: HSAA

The Associate of Applied Science degree in Health Services Administration program offers students a career education appropriate for an entry-level position in health services field. The degree program will provide skills and experiences necessary for students to enter the workforce or pursue a baccalaureate degree in Health Services Administration at Bryant & Stratton College.

Major Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tr>
<td>ACC110</td>
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<td>BUS5215</td>
<td>Management Principles</td>
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<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<tr>
<td>HCAS123</td>
<td>Healthcare Terminology</td>
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<tr>
<td>HTHS110</td>
<td>Introduction to Health &amp; Human Services Organizations</td>
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</tr>
<tr>
<td>HTHS121</td>
<td>Healthcare Information Systems</td>
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</tr>
<tr>
<td>HTHS230</td>
<td>Funding Health &amp; Human Services Organizations</td>
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</tr>
<tr>
<td>HURS205</td>
<td>Organizational Behavior and Leadership</td>
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<td>INF124</td>
<td>Computing Skills</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<tr>
<td>NTRN270</td>
<td>Career Development III Internship</td>
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<tr>
<td>VOIM109</td>
<td>Office Applications - Word Processing &amp; Keyboarding</td>
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Total Credit Hours Required for Graduation 60

Liberal Arts Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hour</th>
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<tr>
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<tr>
<td>ECON220</td>
<td>Macroeconomics</td>
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<td>Research and Writing</td>
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<td>MATH201</td>
<td>College Mathematics - Quantitative Reasoning</td>
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<td>PHIL222</td>
<td>Ethics in Health &amp; Human Services</td>
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<td>SOSC115</td>
<td>Career Development I – Theory &amp; Practice</td>
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<tr>
<td>SOSC225</td>
<td>Career Development II – Theory &amp; Practice</td>
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</tr>
</tbody>
</table>

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Open Elective 3

Total Credit Hours Required for Graduation 60

Dedicated online learners take alternate courses.

Graduates (degree +/diploma +) will achieve the following program and institutional outcomes:

- Demonstrate an understanding of patient/client/customer service needs within the continuum of health and human services environments.
- Demonstrate ethical and legal communication techniques specific to the health and human services environments.
- Use current technology from clinical, financial, and operational systems to support decision-making processes.
- Function as a team member to support the goals and objectives of an integrated health care system.
- Analyze and apply contemporary knowledge and skill sets to perform diverse administrative responsibilities in health and human services environments.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Hospitality Management (WI, OH, VA) - A.A.S.
Program: HOSS

Restaurant & Hotel Management (NY) - A.A.S.
Program: REST

Hospitality (Restaurant & Hotel) Management is a diverse, exciting and evolving global industry. Whether your current or future responsibilities involve assuming leadership roles in settings such as hotels, the food and beverage industry, travel and tourism, entertainment and sports venues, resorts and spa services, travel services, gaming and entertainment or special events planning, our Hospitality (Restaurant & Hotel) Management degree offers foundational knowledge and relevant skills to help students meet their professional development goals.

Hospitality management includes responsibility for strategic decision making across several areas of the business including human resources, marketing, sales, and finance. Students are prepared to be leaders in a service industry with a program emphasis on leading teams in providing guests’ value, service, comfort, and effective communication. The Hospitality Management degree program will provide the foundational skills and experiences necessary for students to enter the workforce or pursue further educational opportunities in the hospitality and management fields.

Graduates (degree +/ diploma +) will achieve the following program and institutional outcomes:

- Define the foundational leadership, service and business principles that comprise hospitality-related planning, sales, service, human resources marketing and operations management.
- Classify the entities, facets and professions that comprise the hospitality industry.
- Employ foundational management principles and skills to define and manage career-related decisions.
- Analyze and apply leadership and service principles and skills to hospitality management strategic decision-making scenarios.
- Utilize technology tools and resources to support industry standards for compliance and service level expectations.
- Analyze and apply leadership and service principles to social, interpersonal, legal and ethical issues in the hospitality industry.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Graduates of this program will be prepared for entry-level positions supporting customers, patrons, and management to ensure quality service, comfort, and efficient facilities management. Graduates of this program may apply the courses and credits toward the Hospitality Management AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS100 Business Principles</td>
<td>3</td>
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<tr>
<td>BUSS110 Marketing Principles</td>
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<td>ENGL102 Research and Writing for the Workplace</td>
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</tr>
<tr>
<td>HOSS110 Introduction to Hospitality Management</td>
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<tr>
<td>HOSS120 Fundamental Hospitality Management Principles</td>
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<tr>
<td>HOSS122 Technology in the Hospitality Management Industry</td>
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<td>HOSS220 Ethical Hospitality Management</td>
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<td>HOSS230 Leading Hospitality Services Management</td>
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</tr>
<tr>
<td>HOSS240 Convention &amp; Event Management</td>
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<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>NTRN270 Career Development III - Internship</td>
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<td>Major Elective</td>
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<td><strong>Total Credit Hours Required for Graduation</strong></td>
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<tr>
<th>Liberal Arts Requirements</th>
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<tr>
<td>COMM104 Learning Communities</td>
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<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>MATH201 College Mathematics – Quantitative Reasoning</td>
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</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
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<tr>
<td>Liberal Arts Electives</td>
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<td><strong>Total Credit Hours Required for Graduation</strong></td>
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<td>SOSC115 Career Development I – Theory &amp; Practice</td>
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<table>
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<tr>
<th>Semester Credit Hour</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Credit Hours Required for Graduation</strong></td>
</tr>
</tbody>
</table>

- Dedicated online learners take alternate course.
Human Resources Specialist - A.A.S.
Program: HURS

The Human Resources Specialist program contains the same key components that underpin the College’s other strong business programs: a foundation in basic and career success skills, strong program knowledge and skills, and a capstone internship providing practical, real-world experience. Graduates will be prepared for entry-level positions that include staff recruitment, compensation and benefits, payroll, evaluation, and training. Graduates of this program will also have a solid business foundation with a focus on business administration techniques, critical thinking, decision making, communication skills, and information technology skills. Students can select specialization areas in compensation and benefits or payroll administration or choose to become generalists in Human Resources. As part of this program, students study local, state, and federal employment laws and regulations and learn ethical practices and perform to these standards.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Describe the primary components of human resources in organizations and integrate those components in the decision-making process.
- Use data to make informed human resource decisions.
- Differentiate between ethical and unethical behavior of individuals, groups, and organizations within today’s dynamic work environment.
- Select and apply current technology skills.
- Assess management and leadership knowledge, skills, and abilities.
- Evaluate the impact individual and group behavior has on an organization.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

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<tbody>
<tr>
<td>ACCT110</td>
<td>Accounting Principles I 3</td>
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<td>BUSS100</td>
<td>Business Principles 3</td>
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<tr>
<td>BUSS213</td>
<td>Business Law &amp; Ethics 3</td>
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<td>ENGL102</td>
<td>Research and Writing for the Workplace 3</td>
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<tr>
<td>HURS103</td>
<td>Introduction to Human Resources 3</td>
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<tr>
<td>HURS107</td>
<td>Introduction to Compensation &amp; Benefits 3</td>
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<td>HURS205</td>
<td>Organizational Behavior &amp; Leadership 3</td>
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<tr>
<td>HURS217</td>
<td>Recruitment, Selection &amp; Staffing 3</td>
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<tr>
<td>HURS233</td>
<td>Employment Law &amp; Labor Relations 3</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104</td>
<td>Learning Communities 3</td>
</tr>
<tr>
<td>ENGL202</td>
<td>Research and Writing I 3</td>
</tr>
<tr>
<td>MATH201</td>
<td>College Mathematics – Quantitative Reasoning 3</td>
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<tr>
<td>SOSC115</td>
<td>Career Development I Theory and Practice 3</td>
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<td>Career Development II Theory and Practice 3</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
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</tr>
</tbody>
</table>

21

Total Credit Hours Required for Graduation 60

*Dedicated online learners take alternate courses*
Human & Social Services - A.A.S.
Program: HUSS

The Human and Social Service degree program is designed for students interested in providing support, assistance, and guidance to the members of a community who need it most. This program provides a solid liberal arts background with a full range of human service courses designed to prepare students for entry-level careers in human service agencies, including community and social welfare agencies, mental health and social service agencies, community organizations, habilitation and rehabilitation agencies, day care centers and geriatric services. Students will gain the knowledge and experience to support human service professionals, such as social workers, case managers, and counselors, with the facilitation, administration, and development of treatment plans for community members in need.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HTHS110 Introduction to Health &amp; Human Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HTHS121 Healthcare Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUSS130 Cultural Competence in Human Services</td>
<td>3</td>
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<tr>
<td>HUSS120 Public Health Issues (Mental &amp; Chemical)</td>
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<tr>
<td>HUSS225 Counseling &amp; Case Management Strategies</td>
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<tr>
<td>HUSS235 Crisis Intervention</td>
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<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
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<tr>
<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>NTRN270 Career Development III - Internship</td>
<td>3</td>
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<tr>
<td>Major Elective</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104 Learning Communities</td>
</tr>
<tr>
<td>ENGL202 Research &amp; Writing</td>
</tr>
<tr>
<td>MATH201 College Math-Quantitative Reasoning</td>
</tr>
<tr>
<td>PHIL222 Ethics in Health &amp; Human Services</td>
</tr>
<tr>
<td>PSYC101 Principles of Psychology</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
</tr>
<tr>
<td>SOSC225 Career Development II – Theory &amp; Practice</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 60

Dedicated online learners take alternate courses.

Graduates (degree or diploma) will achieve the following program and institutional outcomes:

- Demonstrate an understanding of patient/client/customer service needs within the continuum of human and social service environments.
- Demonstrate ethical and legal communication techniques specific to the human and social services environments.
- Use current technology from administrative, clinical, financial, and operational systems to support decision-making processes.
- Adapt essential communication skills to interact effectively with supervisors, peers and the public in various human and social settings.
- Analyze and apply contemporary knowledge and skill sets to perform diverse administrative responsibilities in human and social services.
- Support the assessment of client concerns and available resources to match support services to improve quality of life of the client/customer/patient.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Human and Social Services Diploma
Program: HUDP

The Human and Social Services Diploma will provide students with the knowledge and skills necessary for entry level positions in human service agencies, community and social welfare agencies, mental health and social service agencies, community organizations, habilitation and rehabilitation agencies, and geriatric services. Students with an earned diploma will support human service professionals such as social workers, counselors, and administrators to provide services for community members in need.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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<td>HUSS130 Cultural Competence in Human Services</td>
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<tr>
<td>INFT124 Computing Skills</td>
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<td>MATH101 Workplace Mathematics</td>
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<table>
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<tr>
<th>Liberal Arts Requirements</th>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
</tr>
<tr>
<td>PSYC101 Principles of Psychology</td>
</tr>
<tr>
<td>SOSC115 Career Development I – Theory &amp; Practice</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 30

Dedicated online learners take alternate courses.
Medical Administrative Assistant - A.A.S.
Program: MDAA

The Medical Administrative Assistant program prepares individuals for the patient-facing administrative positions in a variety of health care delivery systems including private medical practices, clinics, public health departments, insurance agencies, government agencies, or outpatient departments of hospitals. The students in this degree program will develop the knowledge, skills and behaviors for customer/patient services, scheduling, document production, transmitting electronic health records, and adhering to current medical office procedures. The medical administrative assistant performs an integral role in the healthcare setting, ensuring efficiency, effectiveness and compliance to policies and healthcare standards.

Medical Office Assistant Diploma
Program: MDOD

The Medical Office Assistant diploma program will provide students with the office skills they will need to qualify for entry-level positions in the physicians’ offices, hospitals, clinics, nursing homes, laboratories or insurance companies. Graduates of the program will apply knowledge of health care systems, processes and documentation to function as entry level medical receptionists and office assistants. Graduates may also elect to apply their earned credits toward course requirements within the Medical Administrative Assistant AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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<tr>
<td>INFT124 Computing Skills</td>
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<tr>
<td>HCAS123 Healthcare Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HCAS129 Electronic Health Records</td>
<td>3</td>
</tr>
<tr>
<td>HCAS133 Survey of Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HUSS130 Cultural Competence in the Human Services</td>
<td>3</td>
</tr>
<tr>
<td>MDA101 Introduction to Medical Office Support and Services</td>
<td>3</td>
</tr>
<tr>
<td>MDA202 Medical Insurance and Billing</td>
<td>3</td>
</tr>
<tr>
<td>MDA204 Medical Office Procedures</td>
<td>3</td>
</tr>
<tr>
<td>MDA208 Quality Improvement &amp; Customer Service in Medical Offices</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>NTRN270 Career Development III - Internship</td>
<td>3</td>
</tr>
<tr>
<td>VOIM109 Office Applications – Word Processing &amp; Keyboarding</td>
<td>3</td>
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<td>Liberal Arts Requirements</td>
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<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202 Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>PHIL222 Ethics in Health and Human Services</td>
<td>3</td>
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<tr>
<td>MATH201 College Mathematics – Quantitative Reasoning</td>
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<tr>
<td>SOCC115 Career Development I – Theory &amp; Practice</td>
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<tr>
<td>SOSC125 Career Development II - Theory &amp; Practice</td>
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<td>Liberal Arts Elective</td>
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</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
</tr>
</tbody>
</table>

Dedicated online learners take alternate courses.

Graduates (degree / diploma +) will achieve the following program and institutional outcomes:

- Ensure confidentiality and fulfill HIPAA standards for the creation, distribution, and release of medical information.
- Demonstrate professional interpersonal communications and support services resulting in high patient/customer/client satisfaction ratings.
- Evaluate office operations to recommend process changes for improving efficiency, efficacy, and/or flexibility.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Medical Assisting - A.A.S.
Program: MATG

Medical assistants are multi-skilled health professionals specifically educated to work in ambulatory settings performing administrative and clinical duties. The practice of medical assisting directly influences the public’s health and well being, and requires mastery of a complex body of knowledge and specialized skills requiring both formal education and practical experience that serve as standards for entry into the profession. Special personal qualifications such as a caring nature, accuracy, dependability, conscientiousness, and professionalism are required for this helping profession.

The goal of the Medical Assisting Program is to prepare competent entry-level medical assistants in cognitive (knowledge) psychomotor (skills), and affective (behavior) learning domains. Graduates of the Medical Assisting program must be able to complete all cognitive objectives and psychomotor and affective competencies as set forth by the Medical Assisting Education Review Board (MAERB). In order to meet these objectives and competencies, entering students must be able to participate in classroom and laboratory activities, including keyboarding, tele-communications, taking vital signs, microscopy, vision testing and fulfill competency evaluations. Medical Assisting students must present to the college, proof of their having completed and passed professional level CPR sponsored by a recognized agency. First Aid training will be included in course work.

Students need to be aware of the protected practice of the licensed professionals in New York. Infringement can result in felony.

Graduates of this degree plan will achieve the following program and institutional outcomes:

• Communicate and collaborate professionally and effectively with patients, healthcare team, and third party providers in diverse environments.
• Demonstrate a mastery of a complex body of knowledge and specialized skills in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
• Demonstrate and practice behavior consistent with the legal and ethical standards of the profession.
• Demonstrate standard, quality, safety, and risk-reduction precautions in the healthcare setting.
• Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
The Medical Reimbursement and Coding program at Bryant & Stratton College prepares students to become a professional coder in a variety of healthcare settings including doctor’s offices, clinics, and specialty healthcare centers. The coder plays an important role in maintaining the integrity and quality of health information by reviewing patients’ records and assigning numeric codes for each diagnosis and procedure conducted. The claim documentation is submitted to insurance companies or the government agencies for expense reimbursement. The career outlook for coding professionals is growing as a result of the dynamic changes in managed care and health services delivery. The Medical Reimbursement and Coding degree program prepares students to take the Certified Coding Specialist – Physician exam given by AHIMA (American Health Information Management Association), to earn CCS-P certification.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Demonstrate competency to assemble, process, maintain, store, abstract, analyze, index, and retrieve health information data.
- Analyze the results of aggregate coded data to report findings and trends.
- Abstract information from medical charts to assign the correct diagnosis (ICD-10), procedure (CPT), and supply (HCPCS Level II) code in a variety of medical situations.
- Evaluate the accuracy and completeness of the patient record as defined by policy, external regulations and standards.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
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<thead>
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<tbody>
<tr>
<td>ENGL102       Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>HCAS129       Electronic Health Records</td>
<td>3</td>
</tr>
<tr>
<td>INFT124       Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101       Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MCCG100       Introduction to Reimbursement &amp; Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCCG135       ICD Procedural Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCCG136       ICD Diagnostic Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCGS145       CPT and HCPCS II Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCGS210       Clinical Documentation: Integrity &amp; Quality</td>
<td>3</td>
</tr>
<tr>
<td>MCGS212       Advanced ICD Diagnostic Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCGS222       Advanced CPT and HCPCS II Coding</td>
<td>3</td>
</tr>
<tr>
<td>MCGS240       Evaluation and Management Services</td>
<td>3</td>
</tr>
<tr>
<td>MCGS262       Professional Coder Practicum</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
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</thead>
<tbody>
<tr>
<td>COMM104       Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>ENGL202       Research and Writing</td>
<td>3</td>
</tr>
<tr>
<td>HCAS123       Healthcare Terminology</td>
<td>3</td>
</tr>
<tr>
<td>HCAS133       Survey of Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>HCAS143       Human Disease and Drug Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MATH201       College Mathematics - Quantitative Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOSC225       Career Development II - Theory &amp; Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 60
Networking Technology - A.A.S.
Program: NETW

The associate degree in Networking Technology offers students a foundation of classwork and hands-on experiences with network systems commonly found in business and industry. Students will evaluate how information systems support organizational success. Networking students will then move on to analyze the technologies comprising network infrastructures to allow for successful transfer and use of mission-critical information. Networking technology students will learn how to install, configure, secure, administer, and troubleshoot network components like routers and switches in LANs, WANs, and wireless network environments.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace 3</td>
</tr>
<tr>
<td>INFT31</td>
<td>Cloud Computing 3</td>
</tr>
<tr>
<td>MATH101</td>
<td>Workplace Mathematics 3</td>
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<tr>
<td>NETW151</td>
<td>Routing &amp; Switching in Networked Environments 3</td>
</tr>
<tr>
<td>NETW161</td>
<td>Networking with the Windows Network Operating System 3</td>
</tr>
<tr>
<td>NETW171</td>
<td>Wireless Networks &amp; WANs in the Enterprise 3</td>
</tr>
<tr>
<td>NETW211</td>
<td>Networking with UNIX/LINUX Network Operating System 3</td>
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<tr>
<td>NETW241</td>
<td>Network Security and Forensic Fundamentals 3</td>
</tr>
<tr>
<td>NETW251</td>
<td>Network Design &amp; Implementation 3</td>
</tr>
<tr>
<td>NTRN270</td>
<td>Career Development III – Internship 3</td>
</tr>
<tr>
<td>TECH100</td>
<td>Business Information Systems Principles 3</td>
</tr>
<tr>
<td>TECH131</td>
<td>Hardware and Networking Fundamentals 3</td>
</tr>
<tr>
<td>TECH141</td>
<td>Software and Operating Systems 3</td>
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</table>

<table>
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<tr>
<th>Liberal Arts Requirements</th>
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<tbody>
<tr>
<td>COMM104</td>
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<td>ENGL202</td>
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<tr>
<td>MATH201</td>
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<tr>
<td>SOSC115</td>
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<tr>
<td>SOSC225</td>
</tr>
<tr>
<td>Liberal Arts Electives</td>
</tr>
</tbody>
</table>

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Total Credits Required for Graduation: 60

Students in the Information Technology Assistant diploma will study the principles of computer technology and information systems, hardware, computer operating systems, with a focus on networking and wireless networking services required in business and industry. Students will learn how to install, configure, and administer, and troubleshoot networks and perform regular maintenance. Upon completion of this diploma program students will be prepared to support users and IT professionals with their information technology needs. Graduates of this program may apply the courses and credits toward the Networking Technology AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
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<tbody>
<tr>
<td>ENGL102</td>
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<tr>
<td>MATH101</td>
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</tr>
<tr>
<td>NETW151</td>
<td>Routing &amp; Switching in Networked Environments 3</td>
</tr>
<tr>
<td>NETW161</td>
<td>Networking with Windows Operating Systems 3</td>
</tr>
<tr>
<td>NETW171</td>
<td>Wireless Networks &amp; WANs in the Enterprise 3</td>
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<tr>
<td>TECH100</td>
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<td>TECH131</td>
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<table>
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<tr>
<th>Liberal Arts Requirements</th>
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<tbody>
<tr>
<td>COMM104</td>
</tr>
<tr>
<td>SOSC115</td>
</tr>
</tbody>
</table>

24

Total Credits Required for Diploma: 30

Graduates (degree */ diploma +) will achieve the following program and institutional outcomes:

- Effectively communicate with end users, managers, and peers of a technical and non-technical nature.
- Design and administer networks through installing, configuring, troubleshooting and securing network hardware and software components.
- Use information technology to apply logical, legal, and ethical principles in performing industry related tasks or projects in a global systems environment.
- Demonstrate the ability to translate technical information into business language to meet organizational needs.
- Research, identify, evaluate, recommend and specify components of complete systems relative to hardware/software needs of an enterprise.
- + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- + Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
+ Demonstrate knowledge and skills employers expect of new hires entering the career field.

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Nursing

Associate of Applied Science Degree (OH & VA)

Associate Degree Nursing (WI)

Program: NURS

The Nursing degree plan was revised as of September 2014, therefore returning students may have to fulfill additional clinical hour requirements.

The mission of the Associate Degree of Nursing program of Bryant & Stratton College Nursing Program is to prepare safe and effective entry level registered nurses through relevant, high quality and contemporary nursing education. The Nursing Program emphasizes classroom, laboratory, and clinical experiences that prepare students for both the world of work and for life-long learning. Computer aided instruction, telecommunications technology, clinical simulation and other technical learning strategies are seen as integral components of the delivery methods needed to serve the educational needs of students in the 21st century.

The program provides a foundation of learning which promotes integration of clinical decision making processes into the provision of nursing care for meeting the health/illness needs of patients across the life span.

The roles of the associate degree nurse (Provider of Care, Manager of Care, teacher, researcher, and advocate) describe nursing practice and role expectations of the entry level registered nurse. The organizing framework provides direction for the selection and ordering of learning experiences to achieve program student learning outcomes.

Students who complete this program are eligible to sit for the RN-N.C.L.E.X. licensure exam.

Graduates from the associate degree Nursing Program will be able to:

- Employ critical thinking and reasoning to utilize the nursing process as a framework to deliver comprehensive, safe, and culturally sensitive care across the lifespan.
- Demonstrate clinical competence in the performance of nursing skills utilizing quality measures to provide safe effective nursing care.
- Apply best current evidence and appropriate nursing judgement in collaboration with the patient to guide clinical decision making in the delivery of nursing care.
- Collaborate and communicate effectively with patients, families and their social support system, and the members of the health care team to achieve mutually agreed upon patient outcomes.
- Practice within the ethical, legal and regulatory frameworks of professional standards for nursing, including employing agencies’ standards of care, assuming students had no past conduct or convictions, which prevent such practice.
- Construct a framework of personal accountability for lifelong learning with an entry-level set of knowledge, skills, and behaviors to provide safe, effective nursing care.
- Employ information literacy skills through the effective use of informatics to communicate, manage knowledge, mitigate errors, and support decision-making.
- * Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- * Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- * Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- * Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- * Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

* Institutional Outcomes

Major Requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>BIOL110</td>
<td>Anatomy &amp; Physiology I</td>
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</tr>
<tr>
<td>BIOL120</td>
<td>Microbiology Applications</td>
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<td>BIOL205</td>
<td>Pathophysiology</td>
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<td>BIOL210</td>
<td>Anatomy &amp; Physiology II</td>
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<td>NURS100</td>
<td>Introduction to Nursing</td>
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<td>NURS103</td>
<td>Nursing Fundamentals</td>
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<tr>
<td>NURS125</td>
<td>Lifespan-Development &amp; Nursing Practice</td>
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<tr>
<td>NURS202</td>
<td>Family Child Nursing</td>
<td>5</td>
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<tr>
<td>NURS211</td>
<td>Medical/Surgical Nursing I</td>
<td>6</td>
</tr>
<tr>
<td>NURS215</td>
<td>Pharmacology for Nurses</td>
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</tr>
<tr>
<td>NURS222</td>
<td>Geriatric &amp; Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS223</td>
<td>Medical/Surgical Nursing II</td>
<td>5</td>
</tr>
<tr>
<td>NURS230</td>
<td>Nursing Issues, Leadership &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS270</td>
<td>Nursing Internship</td>
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</table>

Liberal Arts Requirements:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>COMM115</td>
<td>Introduction to Information Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COMM201</td>
<td>Public Speaking and Rhetorical Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>ENGL101</td>
<td>Research and Writing I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL250</td>
<td>Research and Writing II</td>
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<tr>
<td>MATH201</td>
<td>College Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL250</td>
<td>Practices in Analytic Reasoning and Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PSYC101</td>
<td>Principles of Psychology</td>
<td>3</td>
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</table>

Total Credit Hours Required for Graduation: 72
Occupational Therapy Assistant - A.A.S. Program: OTAP

"Assisting people to achieve independence and dignity through meaningful engagement"

The profession of occupational therapy is centered on helping individuals to live life to the fullest. Occupational therapists and occupational therapy assistants help people of all ages, despite injury, condition, or disability, to perform in the daily activities (or "occupations") they want and need to do. It is these occupations that define who we are; organize our daily routines; enable us to successfully fulfill our important life roles; and provide dignity, purpose, and meaning. Essentially, occupational therapy practitioners use everyday activities as therapy to help clients to gain or regain physical, mental, and emotional capacities necessary to function and thrive in life roles. They modify environments, tasks, and tools of everyday life to increase access and enable people to successfully participate.

The demand for occupational therapy services is expected to increase significantly in the upcoming years. Reasons for this include a growing elderly population, emphasis on quality services for children and adults with developmental disabilities, an expanding healthcare system which will allow many more individuals access to medical care, and increasing emphasis on wellness and prevention in society.

The Occupational Therapy Assistant curriculum at Bryant & Stratton College prepares graduates to work in a variety of healthcare and community settings including hospitals, rehabilitation clinics, schools, skilled nursing facilities, and day treatment centers. The program provides instruction in theory, assessment skills, client-centered and evidence-based interventions across the lifespan, as well as documentation and intervention planning. Classroom and lab experiences are enhanced and reinforced through multiple fieldwork experiences in a variety of settings.

The occupational therapy assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org.

Once accreditation of the program has been obtained, its graduates will be eligible to sit for the certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, individual will be certified Occupational Therapy Assistants (COTA). In addition, most states require licensure or authorization, in addition to passing the NBCOT exam, in order to practice. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure or authorization. www.nbcot.org

Note: the last semester for OTA students requires full-time day fieldwork participation.

Graduates of this degree plan will achieve the following program and institutional outcomes:
- Be an advocate for clients, services and for the profession.
- Apply occupational therapy principles and theories to evaluation and intervention techniques in order to achieve desired outcomes.
- Appreciate the distinct roles and responsibilities of the occupational therapy assistant as they apply to interaction with clients, family members, and other professionals including occupational therapists.
- Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the profession of occupational therapy.
- Provide services to clients of varied backgrounds in various systems without bias.
- Value research, evidence-based practice, and the need to keep current and engaged in life-long learning.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
*institutional outcomes

Semester Credit Hour

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<td>OTAP101</td>
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<td>OTAP102</td>
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<td>OTAP120</td>
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<td>OTAP220</td>
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<td>OTAP230</td>
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<td>OTAP235</td>
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<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
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<tr>
<td>BIOL113</td>
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<td>BIOL213</td>
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<td>COMM115</td>
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<tr>
<td>ENGL101</td>
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<td>ENGL250</td>
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<td>MATH201</td>
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<td>PSYC101</td>
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<td>PSYC120</td>
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<tr>
<td>SOSC102</td>
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Total Credit Hours Required for Graduation 73
Office Management - A.A.S.
Program: OITT

Information technology has revolutionized the office environment. Electronic correspondence, the internet, mobile devices, and virtual/wireless technology have revolutionized all businesses and industry, at home and abroad. As advances in technology continue, business-minded individuals need to be prepared to use technology to advance within their chosen career field. This program of study is designed to prepare students for clerical, support and administrative assistant positions in all areas of business, from professional offices to public institutions, and government agencies. Students will become proficient in state of the art office technology and equipment, workplace procedures, document processing and design, and communication skills. Students will be able to utilize innovative technology to enhance and improve office procedures, in addition, students will develop the interpersonal, decision making and analytical skills required in dealing with workplace problems and situations. This program combines a well-rounded technology to enhance and improve office procedures, in addition, students will develop the interpersonal, decision making and analytical skills required in dealing with workplace problems and situations. This program combines a well-balanced academic program with expert administrative and computer instruction to give students the diversified educational training and background needed to hold positions of importance in many areas of the business world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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</thead>
<tbody>
<tr>
<td>BUSS100 Business Principles</td>
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<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
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<tr>
<td>MATH101 Workplace Mathematics</td>
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<tr>
<td>NTRN270 □ Career Development III – Internship</td>
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<tr>
<td>VOIM109 Office Applications</td>
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</tr>
<tr>
<td>VOIM111 Office Applications</td>
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<tr>
<td>VOIM112 Office Applications</td>
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<tr>
<td>VOIM120 21st Century Office Procedures</td>
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<td>VOIM230 Mobile Communication Management</td>
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<td>COMM104 Learning Communities</td>
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<td>ENGL202 Research and Writing</td>
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<td>MATH201 College Mathematics</td>
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<tr>
<td>□ Career Development I – Theory &amp; Practice</td>
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</tr>
<tr>
<td>SOSC115 □ Career Development II – Theory &amp; Practice</td>
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<td>SOSC225 □ Career Development III – Theory &amp; Practice</td>
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</tr>
<tr>
<td>Total Credit Hours Required for Graduation</td>
<td>60</td>
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</tbody>
</table>

□ Dedicated online learners take alternate courses.

Graduates (degree / diploma +) will achieve the following program and institutional outcomes:

- Utilize current and innovative office technology in the operation of the virtual workplace and/or office environment.
- Employ key financial, managerial, marketing, relational and ethical business principles as it relates to the office environment and the global economy.
- Utilize higher level organizational, interpersonal and technical skills to successfully implement required office practices and procedures.
- Utilize advanced computer technology applications in the office environment to improve work-place efficiency.
- Assess current business related technologies and resources to enhance professional administrative productivity.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

Office Administrative Assistant Diploma
Program: OAAD

This diploma program prepares students for clerical, office support, and administrative assistant positions in professional businesses, public institutions, and government agencies. Students will become proficient utilizing contemporary technology and equipment, office procedures, document processing and communication skills. Graduates of this program may apply the courses and credits toward the Office Management AAS degree plan.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSS100 Business Principles</td>
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<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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</tr>
<tr>
<td>INFT124 Computing Skills</td>
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<td>VOIM109 Office Applications</td>
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<td>VOIM230 Mobile Communication Management</td>
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</table>

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
The Paralegal Studies program emphasizes practical hands-on applications and prepares students to analyze cases and to prepare legal forms and documents required in litigating law suits, prosecuting crimes, closing real estate transactions, and drafting documents used in custody, separation, and divorce proceedings.

The program also emphasizes the ethical considerations for legal professionals as prescribed by the American Bar Association and the National Federation of Paralegal Associates.

Graduates are prepared to obtain entry-level positions working under the supervision of an attorney in private law firms or in other related occupations in government, legal departments of banks, corporations, insurance companies, accounting firms, and real estate development or property management firms.

### Major Requirements

<table>
<thead>
<tr>
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<th>Course Title</th>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<tr>
<td>NTRN270 α</td>
<td>Career Development III-Internship</td>
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<td>PLEG100</td>
<td>Introduction to Legal Studies</td>
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<tr>
<td>PLEG110</td>
<td>Contract Law</td>
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<tr>
<td>PLEG120</td>
<td>Civil Litigation</td>
<td>3</td>
</tr>
<tr>
<td>PLEG135</td>
<td>Legal Research &amp; Writing I</td>
<td>3</td>
</tr>
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<td>PLEG140</td>
<td>Law Office Management &amp; Technology</td>
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<td>PLEG220</td>
<td>Torts &amp; Remedies</td>
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<td>PLEG230</td>
<td>Criminal Law &amp; Procedures</td>
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<td>PLEG235</td>
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### Liberal Arts Requirements

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<td>ENGL202</td>
<td>Research &amp; Writing</td>
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<td>MATH201</td>
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<td>SOSC115 α</td>
<td>Career Development I – Theory &amp; Practice</td>
<td>3</td>
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<tr>
<td>SOSC225 α</td>
<td>Career Development II – Theory &amp; Practice</td>
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<tr>
<td>Liberal Arts Electives</td>
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### Total Credit Hours Required for Graduation

60

Dedicated online learners take alternate courses.

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**Legal Office Assistant Diploma**

**Program: LOAD**

The Legal Office Assistant diploma program emphasizes the practical hands-on applications and skills necessary to enter the legal profession in a specialized administrative capacity. Legal Office Assistants provide support for attorneys, law firms, and corporations with researching and preparing legal forms and documents required in litigating law suits, prosecuting crimes, and closing real estate transactions. Coursework includes extensive training with case management, organizing and maintaining both in print and electronic documents, and drafting documents and correspondence used in a variety of legal venues such as custody, separation, and divorce proceedings. Graduates of this program may apply the courses and credits toward the Paralegal Studies AAS degree plan.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
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<tr>
<td>INFT124</td>
<td>Computing Skills</td>
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<tr>
<td>MATH101</td>
<td>Workplace Mathematics</td>
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<tr>
<td>PLEG100</td>
<td>Introduction to Legal Studies</td>
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<tr>
<td>PLEG110</td>
<td>Contract Law</td>
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<tr>
<td>PLEG120</td>
<td>Civil Litigation</td>
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<td>PLEG135</td>
<td>Legal Research &amp; Writing I</td>
</tr>
<tr>
<td>PLEG140</td>
<td>Law Office Management &amp; Technology</td>
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<td>Career Development I – Theory &amp; Practice</td>
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<tr>
<td>Liberal Arts Electives</td>
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</table>

### Total Credit Hours Required for diploma

30

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Graduates (degree +/ diploma +) will achieve the following program and institutional outcomes:

- Describe and discuss the basic responsibilities, legal and procedural theories, and limitations of a paralegal.
- Define, apply, and defend principles of legal ethics within a variety of settings.
- Distinguish appropriate legal terminology and utilize terms correctly in legal documents.
- Design and compose legal documents, including but not limited to correspondence, pleadings, briefs, and memoranda, that are relevant to different substantive areas of law.
- Utilize electronic and print resources to locate primary and secondary law related legal documents to research, summarize, and evaluate legal issues.
- Identify and utilize information technology tools and skills in both general and law related office practices.
- Apply appropriate paralegal specific knowledge, skills and behaviors to analyze and interpret primary and secondary law sources and related legal documents.
- + Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- + Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- + Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- + Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- + Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- + Demonstrate knowledge and skills employers expect of new hires entering the career field.

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
Physical Therapist Assistant-A.A.S
Program: PTAP

Physical Therapist Assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist to individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. PTAs practice in a variety of settings including outpatient clinics, hospitals and skilled nursing facilities, private practice, home health agencies, schools, sports facilities, and work settings. They may also be involved in teaching patients or clients exercises for mobility, strength and coordination, crutch/cane/walker mobility, therapeutic massage, or the use of physical agents such as ultrasound or electrical stimulation.

Upon successful completion of the Physical Therapist Assistant program at Bryant & Stratton College, students are awarded an AAS degree and once the program is accredited students are eligible to sit for the NPTE (National Physical Therapy Exam) for PTAs. Our five consecutive semester curriculum prepares graduates to work in a variety of healthcare settings by providing instruction in theory, assessment of skills, client/patient-centered and evidence-based interventions across the lifespan, as well as documentation and intervention planning. Classroom and lab experiences are enhanced and reinforced through two integrated clinical education experiences and two full-time, terminal clinical education experiences in a variety of settings.

Effective May 4, 2016, the Physical Therapist Assistant Programs at Bryant & Stratton College, Parma, Southtowns, Syracuse, and Wauwatosa campuses have been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students which is required in all states. Once accreditation of the Physical Therapist Assistant program has been obtained, its graduates will be eligible to sit for the Federation of State Boards of Physical Therapy (FSBPT). State licenses/certifications are based largely on the results of the NPTE-PTA.

Note that a felony conviction may affect a graduate’s ability to sit for the NPTE-PTA or attain state licensure.

Note that the last semester for PTA students requires full-time day clinical internship participation.

Graduates of this degree plan will achieve the following program and institutional outcomes:

• Demonstrate professional behavior and values, moral and ethical standards and attitudes consistent with the career of the physical therapist assistant.
• Articulate the distinct roles and responsibilities of the physical therapist assistant as they apply to interaction with patients, family members, physical therapists and other professionals.
• Be an advocate for patients, services and for the profession.
• Apply physical therapy principles and theories to data collection and intervention in order to achieve desired outcomes.
• Provide services to patients of varied backgrounds in various systems without bias.
• Utilize research in order to make evidence-based practice decisions and demonstrate lifelong learning.
• Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

*Institutional Outcomes

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>PTAP101</td>
<td>Introduction to Physical Therapy</td>
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<td>PTAP102</td>
<td>Fundamentals of Physical Therapy</td>
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<td>Kinesiology</td>
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<td>PTAP120</td>
<td>Motor Develop/Aging</td>
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<td>Data Collection</td>
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<td>Therapeutic Exercise</td>
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<td>Practice Management</td>
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<td>Professional Issues in Physical Therapy</td>
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<td>BIOL213</td>
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<td>Research and Writing I</td>
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<td>Research and Writing II</td>
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<td>College Mathematics</td>
</tr>
<tr>
<td>PSYC101</td>
<td>Principles of Psychology</td>
</tr>
</tbody>
</table>

26

Total Credit Hours Required for Graduation 71
Digital Marketing Specialist Diploma
Campus Program: DMAD

Digital marketing applies digital technologies to marketing techniques. In addition to learning fundamentals business and marketing concepts, students will engage with current technologies to promote brands, increase sales, and interact with customers. This program prepares students to employ social media to attract consumers and encourage brand growth through the creation of brand ambassadors. Additionally, students learn to analyze web data to optimize website utilization. Credits for the Digital Marketing Specialist diploma program articulate into the Digital Marketing Associate degree.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Design and implement effective social media marketing campaigns.
- Use digital marketing strategies to enhance brand visibility and accessibility and gain website traffic.
- Create consumer loyalty by engaging with customers through various social media marketing pathways.
- Analyze consumer digital behavior and marketing campaign results to increase sales.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written, and/or oral formats.
- Transfer knowledge, skills, and behavior acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection and practice in order to adjust learning processes for continual improvement.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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<tbody>
<tr>
<td>BUS100       Business Principles</td>
<td>3</td>
</tr>
<tr>
<td>BUS110       Marketing Principles</td>
<td>3</td>
</tr>
<tr>
<td>ENGL102      Research &amp; Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>INFT124      Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MARK100      Introduction to Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK110      Content &amp; Social Media Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MARK120      Web Analytics &amp; Reporting</td>
<td>3</td>
</tr>
<tr>
<td>MATH101      Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Liberal Arts Requirements</th>
<th>Semester Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM104       Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>SOSC115       Career Development I – Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total Credit Hours Required for Graduation 30

Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College's website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Early Childhood Care and Development – Diploma
Program: ECCD

The Early Childhood Care and Development diploma curriculum provides an understanding of early childhood theory and its application to childcare and educational settings. The program prepares individuals to work with children from infancy through middle childhood in a variety of childcare/early learning environments such as, childcare centers, child development programs, public education classrooms, early intervention and recreation programs, etc. In alignment with NAEYC standards, candidates will engage in; promoting child development and learning, building family and community relationships, observing, documenting, and supporting young children, using developmentally effective approaches, effectively implementing curriculum, and demonstrating the knowledge, skills and dispositions of an early childhood professional.

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Implement developmentally-appropriate daily activities designed to foster the social, emotional, physical, intellectual and creative growth of every child.
- Integrate health, safety and nutrition practices according to local, state and national standards.
- Create respectful, reciprocal relationships with children’s families and communities to foster involvement and support children’s development and learning.
- Observe, document and evaluate to support young children and families teaching and learning.
- Incorporate developmentally-appropriate guidance strategies to positively impact child behavior and social-emotional development.
- Organize work effectively to create a purposeful, responsive program, including preparation of written plans, progress records, parent communication and various reports.
- Utilize current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills, and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

<table>
<thead>
<tr>
<th>Major Requirements</th>
<th>Semester Credit Hour</th>
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</thead>
<tbody>
<tr>
<td>ECED101</td>
<td>Foundations in Early Childhood Care and Education</td>
</tr>
<tr>
<td>ECED102</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>ECED103</td>
<td>Creative and Language Arts for Children</td>
</tr>
<tr>
<td>ECED104</td>
<td>Health, Safety and Nutrition for the Young Child</td>
</tr>
<tr>
<td>ECED105</td>
<td>Child Behavior, Observation and Evaluation</td>
</tr>
<tr>
<td>ECED106</td>
<td>Family and Community Connections</td>
</tr>
<tr>
<td>ECED107</td>
<td>Early Childhood Practice Experience</td>
</tr>
<tr>
<td>ENGL102</td>
<td>Research and Writing for the Workplace</td>
</tr>
<tr>
<td>INFT124</td>
<td>Computing Skills</td>
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<td>MATH101</td>
<td>Workplace Mathematics</td>
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<td><strong>Total</strong></td>
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<thead>
<tr>
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<tbody>
<tr>
<td>COMM104</td>
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</tr>
<tr>
<td>SOSC115 ¤</td>
<td>Career Development I – Theory and Practice</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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</tbody>
</table>

| Total Credit Hours Required for Graduation | 36 |

¤ Dedicated online learners take alternate courses.

Student Consumer Information is available on Bryant & Stratton College’s website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Licensed Practical Nurse Diploma (WI, VA, & OH)
Program: LPND

Through classroom theory and clinical experience in nursing skills, the Licensed Practical Nurse (LPN) diploma prepares participants to become licensed practical nurses. LPNs are an important part of the healthcare team, working under the supervision of doctors and registered nurses. Practical Nurse graduates provide care to their patients in a variety of healthcare environments, including physicians' offices, clinics, nursing homes, assisted living facilities, rehabilitation centers, and home healthcare settings. Those who successfully complete the program are awarded a diploma and will be eligible to apply to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN).

Graduates of this diploma plan will achieve the following program and institutional outcomes:

• Provide safe, relationship-centered nursing care contributing to the nursing process, which has a foundation of critical thinking and evidence-based practices.
• Function as a member of the interdisciplinary health care team upholding legal and ethical principles.
• Utilize effective communication methods which manage information, prevent errors, and support decision making necessary for the provision of quality patient care and continuous quality improvement.
• Utilize leadership skills in various settings as a collaborator of care.
• Implement professional and personal behaviors that exhibit spirit of inquiry, self-determination, dignity, uniqueness of others, caring and respect resulting in effective relationship centered care.
• Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
• Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
• Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
• Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
• Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL110</td>
<td>Anatomy &amp; Physiology I</td>
<td>3</td>
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<tr>
<td>BIOL210</td>
<td>Anatomy &amp; Physiology II</td>
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<tr>
<td>LPVN100</td>
<td>Fundamentals of Practical Nursing</td>
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<td>LPVN101</td>
<td>PN-Medical/Surgical Nursing I</td>
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<tr>
<td>LPVN105</td>
<td>Pharmacology for LPNs</td>
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<td>LPVN110</td>
<td>Intravenous Therapy</td>
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<tr>
<td>LPVN115</td>
<td>Practical Nursing Leadership and Transition</td>
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<tr>
<td>LPVN120</td>
<td>Maternal/Child Nursing</td>
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<tr>
<td>LPVN130</td>
<td>PN-Medical/Surgical Nursing II</td>
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<tr>
<td>NURS125</td>
<td>Lifespan Development and Nursing Practice</td>
<td>3</td>
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Liberal Arts Requirements

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL101</td>
<td>Research and Writing I</td>
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<tr>
<td>MATH201</td>
<td>College Mathematics - Quantitative Reasoning</td>
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<td>PSYC101</td>
<td>Introduction to Psychology</td>
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</table>

Total Credit Hours Required for Graduation 41

Student Consumer Information is available on Bryant & Stratton College's website at http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx
Medical Billing and Coding Diploma
Program: MBAC

Medical billing and coding professionals play an important role in healthcare today. They code patients’ diagnosis and submit claims to insurance providers or government agencies for the payment of services and treatments. The healthcare sector needs skills, qualified medical insurance billers and codes to accurately record, register and track payments within the reimbursement process. Students in the Medical Billing and Coding diploma program develop the knowledge, skills, and abilities required of entry-level coders in both hospital and physician offices. Students completing the diploma program will be prepared for the Certified Coding Associate (CCA) exam given by AHIMA (American Health Information Management Association).

Graduates of this degree plan will achieve the following program and institutional outcomes:

- Demonstrate competency to assemble, process, maintain, store, abstract, analyze, index, and retrieve health information data.
- Analyze the results of aggregate coded data to report findings and trends.
- Abstract information from medical charts to assign the correct diagnosis (ICD-10), procedure (CPT), and supply (HCPCS Level II) code in a variety of medical situations.
- Evaluate the accuracy and completeness of the patient record as defined by policy, external regulations and standards.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate findings in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experiences to new situations.
- Employ strategies for reflection on learning and practice in order to adjust learning processes for continual improvement.
- Follow established methods of inquiry and mathematical reasoning to form conclusions and make decisions.
- Participate in social, learning, and professional communities for personal and career growth.
- Demonstrate knowledge and skills employers expect of new hires entering the career field.

<table>
<thead>
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<th>Major Requirements</th>
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<tbody>
<tr>
<td>ENGL102 Research and Writing for the Workplace</td>
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<tr>
<td>HCAS129 Electronic Health Records</td>
<td>3</td>
</tr>
<tr>
<td>INFT124 Computing Skills</td>
<td>3</td>
</tr>
<tr>
<td>MATH101 Workplace Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MCCG100 Introduction to Reimbursement &amp; Coding</td>
<td>3</td>
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<tr>
<td>MCCG135 ICD Procedural Coding</td>
<td>3</td>
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<tr>
<td>MCCG136 ICD Diagnostic Coding</td>
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<tr>
<td>MCCG145 CPT &amp; HCPCS II Coding</td>
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<tbody>
<tr>
<td>COMM104 Learning Communities</td>
<td>3</td>
</tr>
<tr>
<td>HCAS123 Healthcare Terminology</td>
<td>3</td>
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<tr>
<td>HCAS133 Survey of Anatomy &amp; Physiology</td>
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<tr>
<td>HCAS143 Human Disease &amp; Drug Pharmacology</td>
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Total Credit Hours Required for Graduation **36**

Student Consumer Information is available on Bryant & Stratton College’s website at [http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx](http://www.bryantstratton.edu/Degrees/StudentConsumerInfo.aspx)
The course numbering system consists of four
letters and three numbers for each course. The
texts indicate the following subject areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>ACCT</td>
</tr>
<tr>
<td>Allied Health</td>
<td>AHLT</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL</td>
</tr>
<tr>
<td>Business</td>
<td>BUSS</td>
</tr>
<tr>
<td>Communication</td>
<td>COMM</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CRJU</td>
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<tr>
<td>Early Childhood Education</td>
<td>ECED</td>
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<tr>
<td>Economics</td>
<td>ECON</td>
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<tr>
<td>English</td>
<td>ENGL</td>
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<tr>
<td>Financial Services</td>
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<tr>
<td>Graphic Design</td>
<td>GRAD</td>
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<tr>
<td>Health Services</td>
<td>HCAS/HTHS</td>
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<tr>
<td>Human Resources</td>
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<tr>
<td>History</td>
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<td>Hospitality</td>
<td>HOSS</td>
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<td>Humanities</td>
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<td>Human and Social Services</td>
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<tr>
<td>Information Technology</td>
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<td>Licensed Practical Nursing</td>
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<td>Literature</td>
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<td>Marketing</td>
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<td>Medical Reimbursement</td>
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<td>Network Technology</td>
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<td>Occupational Therapy</td>
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<td>Office Management</td>
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<td>Paralegal Studies</td>
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<tr>
<td>Social Science</td>
<td>SOSC</td>
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<tr>
<td>Technology</td>
<td>TECH</td>
</tr>
<tr>
<td>Workplace Readiness</td>
<td>(MISC)</td>
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</table>

**ACCOUNTING DESCRIPTIONS**

**ACCT110 ACCOUNTING PRINCIPLES I**

An introduction to accounting concepts, ethics, principles, and practices is provided. The focus is upon the accounting cycle, the recording process, financial statement preparation, payroll, and cash control utilizing appropriate technology. Ethics and appropriate technology are applied throughout the course.

**ACCT130 INCOME TAX ACCOUNTING**

3 Semester Credit Hours

In this course, the theory, purpose, and ethics of federal income tax law will be examined. Students will prepare individual returns including federal tax forms and schedules both manually and electronically. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT110

**ACCT205 ACCOUNTING PRINCIPLES II**

3 Semester Credit Hours

Accounting concepts, principles and practices from Accounting Principles I are applied to a merchandising business. This course includes specific inventory methods, receivables and payables, bad debt, and valuation of plant and equipment. An overview of basic partnership and corporate transactions is provided. Ethics is applied throughout the course.

Prerequisite: ACCT110

**ACCT207 PAYROLL PROCEDURES AND ADMINISTRATION**

3 Semester Credit Hours

Students will study payroll and personal records, procedures, and regulations. Various laws pertaining to the computation of earnings and withholdings will be addressed. Payroll tax payment requirements and preparation of the employer’s federal payroll tax reports will also be included. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT110

**ACCT210 COMPUTERIZED ACCOUNTING SYSTEMS**

3 Semester Credit Hours

Students will apply accounting skills developed in Accounting Principles I and Accounting Principles II, to complete accounting functions through the use of integrated technology. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT205

**ACCT215 INTERMEDIATE ACCOUNTING**

3 Semester Credit Hours

This course is an advanced study of financial statements, with a focus on the income statement. Emphasis is placed on calculations and analysis of information to prepare journal entries, financial statements and bank reconciliations. FASB and IFRS will be compared and contrasted. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT205

**ACCT220 FINANCIAL ANALYSIS**

3 Semester Credit Hours

Fundamental concepts of financial analysis and planning are covered. Students will apply ratio analysis and techniques to determine strengths and weaknesses of an organization. Capital budgeting, debt and equity funding, and forecasting based on budgets and cash projections are included with more advanced focus upon financial statements, cash, and temporary investments. Creating and evaluating the cash flow statement relative to the decision making process is also addressed. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT205

**ACCT230 COST ACCOUNTING**

3 Semester Credit Hours

A study of job order and process cost accounting systems is provided. Cost applications for manufacturing, materials, labor, factory overhead, and break-even and cost-volume-profit analysis are covered. An overview of activity based costing (ABC) is also included. Ethics and appropriate technology are applied throughout the course.

Prerequisite: ACCT205

**ACCT315 INTERMEDIATE ACCOUNTING II**

3 Semester Credit Hours

This course builds upon the financial statements, emphasizing the balance sheet. The course will focus on accounting for pensions and leases, debt and equity financing, Shareholder’s Equity, GAAP, IFRS, and FASB Codification. Ethics and appropriate technology are applied throughout this course.

Prerequisite: ACCT215

**ACCT330 MANAGERIAL ACCOUNTING**

3 semester credit hours

Students enrolled in the Managerial Accounting course will analyze accounting information to plan and control operations, assess the cost of products and services, and evaluate the performance of strategic decisions to make financial decisions. Students will also learn how the behavioral concepts and opinions of human variables impact the decision-making process common to accounting.

Prerequisite: ACCT230

**Liberal Arts and Science Classifications**

(MA): Mathematics
(SS): Social Sciences
(HU): Humanities
(NS): Natural Science

Courses may not satisfy general education criteria if the course is required in the major. Refer to the degree plan for specifics.
ACCT400  CORPORATE INCOME TAX
3 semester credit hours
Students will study the federal income tax issues involved in the organization and operation of corporations including federal tax concepts and the legislative process. Students will examine tax planning and compliance issues, analyze and the fine tax implications, and evaluate and communicate tax implications. Topics will include tax legislation, compliance, ethics, professional responsibility, and the tax implications of financial and business decisions.

ACCT420  AUDITING
3 Semester Credit Hours
This course provides students with an introduction to the art of auditing. Students will examine the fundamental principles and techniques of auditing, audit reporting, ethics, professional and auditing standards, risk and materiality and fraud. After completing this course, students will be able to identify the required components for a successful audit and identify and avoid common potential audit deficiencies.
Prerequisite: ACCT315

ACCT430  ADVANCED ACCOUNTING
3 Semester Credit Hours
This is an advanced financial accounting course that examines selected complex issues in accounting. Students will learn about equity and cost methods of accounting, business combinations, consolidated financial information, intercompany transactions, partnerships, foreign currency, fund and nonprofit accounting and financial reporting issues.
Prerequisite: ACCT315

ACCT485  ACCOUNTING CAPSTONE
3 Semester Credit Hours
Students will design, execute and present the outcomes of a research-related, industry specific capstone project. They will use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline.

ACCT470  ACCOUNTING PRACTICUM
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.

Allied Health (AHLT)

AHLT100  MEDICAL TERMINOLOGY
3 Semester Credit Hours
An introduction to correctly constructing, spelling, defining, and using medical terminology is provided. The language of medicine is studied through an investigation of the structure and formation of medical terms. Provides an overview of terms used in the medical setting.
Prerequisite: AHLT100

AHLT111  INTRODUCTION TO HEALTH CARE
3 Semester Credit Hours
Introduction to working in healthcare with an emphasis on communication, legal implications, and ethical considerations. An overview of health care delivery systems and the roles of health care professionals are discussed.
Prerequisite: AHLT100
Corequisite: AHLT130

AHLT120  ANATOMY & PHYSIOLOGY I
3 Semester Credit Hours (NS)
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.
Prerequisite: AHLT100
Corequisite: AHLT130

AHLT125  ANATOMY & PHYSIOLOGY II
3 Semester Credit Hours (NS)
A study of the structure and basic molecular and cellular functions, and basic disease processes of the integumentary, skeletal, muscular, respiratory, cardiovascular and lymphatic systems.
Prerequisite: AHLT100
Corequisite: AHLT230

AHLT130  CLINICAL PROCEDURES
4 Semester Credit Hours
This course focuses on hands-on application of theory preparing the medical assistant for the clinical day-to-day operations in an ambulatory setting. Emphasis is placed on professional behaviors, clinical skills, documentation, and patient education.
Prerequisite: AHLT100
Corequisite: AHLT120

AHLT230  MEDICAL LABORATORY
4 Semester Credit Hours
This course focuses on hands-on application of theory preparing the medical assistant for the collection of body fluids in the day-to-day operations in an ambulatory setting. Emphasis is placed on professional behaviors, laboratory skills, documentation, and patient education.
Prerequisite: AHLT100 and AHLT130
Corequisite: AHLT125

AHLT235  HEALTH CARE REIMBURSEMENT/ BILLING EMPHASIS
3 Semester Credit Hours
An introduction to reimbursement methods and proper coding procedures for various insurance and managed care plans. Eligibility requirements, processing, collection, and computerized patient accounting procedures using ethical and legal guidelines are emphasized.
Prerequisites: AHLT100, INFT124

AHLT240  PHARMACOLOGY
3 Semester Credit Hours
The basic concepts of clinical pharmacology are examined. Drug legislation and the laws governing dispensing of drugs are studied. The mathematics of dosages, metric conversions, and the classification of drugs to include indications, side effects, and contraindications are discussed.
Prerequisites: AHLT100 & MATH201

AHLT245  MEDICAL OFFICE PROCEDURES/ ELECTRONIC RECORDS
3 Semester Credit Hours
Administrative skills are developed for the medical office including daily operations, managing medical records, information management, practice finances, and equipment management.
Prerequisites: AHLT100, INFT124

AHLT252  ADVANCED MEDICAL ASSISTING
3 Semester Credit Hours
The seminar course is the realization of the efforts in the previous courses. Students will be challenged with complex medical assisting issues (clinical and administrative), compliance issues, and general medical knowledge concepts. Students will explore current developments within the profession to recognize major trends and their effects on the profession. Students will prepare for the CMA exam by a comprehensive review and receive targeted feedback to assess their knowledge and readiness for the CMA exam.
Co-requisite: AHLT270
Prerequisites: All AHLT courses

AHLT270  MEDICAL ASSISTING INTERNSHIP
3 Semester Credit Hours
Field experience in an ambulatory setting under the supervision and evaluation of a cooperating facility and the college is provided. In accordance with CAAHEP regulations, students may not receive compensation from the Internship site. Students utilize knowledge and skills gained in the career program for a minimum of 160 clock hours. Students also attend classroom seminars for coordination and evaluation of the Internship experience.
Prerequisites: SOSC225
Corequisites:AHLT252
Final Semester: All AHLT courses must be completed prior to scheduling AHLT270 per AAMA excluding AHLT252.
Biology (BIOL)

BIOL101  HUMAN BIOLOGY
3 Semester Credit Hours (NS)
Introduction to scientific inquiry with special emphasis on the structure and function of cells, tissues, organs and systems of the human body. Topics related to fitness, nutrition, health, inheritance, evolution and ecology. Not intended for science majors.

BIOL110  ANATOMY & PHYSIOLOGY I
3 Semester Credit Hours (NS)
A study of chemical, cellular, and tissue functions, as well as the structure and function of the nervous, muscularkeletal, integumentary, and endocrine systems. Application of the knowledge learned relative to organs and body systems will be demonstrated in a laboratory setting.

BIOL113  ANATOMY & PHYSIOLOGY II
3 Semester Credit Hours (NS)
A study of chemical, cellular, and tissue functions, as well as the structure and function of the circulatory, hematologic, respiratory, digestive, lymphatic, and immune, urinary, and reproductive systems. Application of knowledge relative to organs and body systems will be demonstrated in a laboratory setting.

BIOL213  ANATOMY AND PHYSIOLOGY II
4 Semester Credit Hours (NS)
Prerequisite: BIOL113

Business (BUS)

BUS100  BUSINESS PRINCIPLES
3 Semester Credit Hours
Business Principles provides an introduction to fundamental business operations. The course provides insight into the global economy as well as explores management, marketing, economics, human resources, ethics and financial principles.
Prerequisite or Corequisite: INFT124

BUS110  MARKETING PRINCIPLES
3 Semester Credit Hours
Marketing Principles is designed to teach students the fundamental marketing terms and concepts used in contemporary marketing. The marketing approach includes defining the market environment, market research, and the marketing mix (4 P's: product, price, promotion and place). At the conclusion of the course, students will develop and present their marketing plan.

BUS120  SALES AND SERVICE PRINCIPLES
3 Semester Credit Hours
Students will learn fundamental sales techniques to increase performance by applying effective sales strategies and customer service support. Learning foundational skills of the sales and service process, creating sales proposals, and the delivery of effective sales presentations to increase market share and customer satisfaction are the goals of this course. Practical sales and service experience will be gained through the use in sales presentation, role playing and problem resolution. Exploration of ethics, behavior patterns, product analysis, and sales promotion will enhance the application of concepts.

BUS213  BUSINESS LAW & ETHICS
3 Semester Credit Hours
Describe how the law provides standards and a compliance system specifically tailored to the business environment. Students will examine emerging legal topics including: copyright and trademark infringement, contracts, ethics, sales, criminal law, and cyber-law. Through discussion and the practice of cases students will evaluate current legal and ethical challenges.

BUS215  MANAGEMENT PRINCIPLES
3 Semester Credit Hours
Students will study the functions of managerial and leadership theory and accountability. Special attention will be given to social responsibility and managerial ethics, and strategic planning through the analysis of case studies and class discussion. At the conclusion of this course, students will develop their own philosophical approach to organizational structure along with management and leadership.

BUS220  INTRODUCTION TO PROJECT MANAGEMENT
3 Semester Credit Hours
Students will be introduced to the field of project management by combining theoretical and practical approaches that examine project manager responsibilities associated with initiating, selecting, planning, executing, controlling, and closing a business project. Subsequent project management course will expand upon the concepts learned in this course and provide an advanced strategic approach to mastering project management.
Prerequisite: BUS100

BUS240  ANALYTICS
3 Semester Credit Hours
In this course, students will study the various ways that data is used to make better decisions in businesses, non-profits and governments. There will be a focus on business analytics in marketing, operations management, production, strategic planning and other business functions. At the conclusion of this course, students will develop their own approach to business analytics coupled with critical thinking and decision making.

BUS250  THEORIES OF eCOMMERCE
3 Semester Credit Hours
An introduction to the theories of creating retail stores on the Internet including identifying a product to sell, finding customers, advertising, setting up the Internet-based store, constructing a warehouse, and establishing a credit payment and delivery system.

BUS300  BUSINESS MANAGEMENT
3 Semester Credit Hours
An overview of business planning, operations, and law with an emphasis on organizational management, behavior, and ethics.

BUS305  ENTREPRENEURSHIP
3 Semester Credit Hours
The course focuses on how to start a business. It examines the personal traits of an entrepreneur, the advantages and disadvantages of owning a business, new start-ups, and franchising.
BUSS330 ADVANCED BUSINESS LAW
3 Semester Credit Hours
Students will learn how businesses operate within a legal and regulatory framework from several perspectives. Special emphasis is given to the following substantive areas of law: banking and bankruptcy, agency and employment law, business organizations, corporations and property and estates.

BUSS335 GLOBAL MARKETING
3 Semester Credit Hours
This course examines the issues involved with developing strategies and supporting marketing operations on a global scale. Students will evaluate opportunities, create plans and adapt marketing tactics to facilitate select target market needs in coordination with a firm’s global market strategy.

BUSS340 OPERATIONS MANAGEMENT
3 Semester Credit Hours
A survey of operations management techniques and procedures, this course topic includes TQM, aggregate planning and budgeting, projecting operational time lines and continuous improvement. Emphasis is placed upon strategic considerations and profit maximization.

Prerequisite: BUSS110

BUSS345 STATISTICAL ANALYSIS
3 Semester Credit Hours
Students will evaluate probability and statistics through the study and practice of statistical analysis. Topics explored will be numerical and graphical summaries of data, prove or disprove hypothesis with statistical data, create counts and tables, analysis of variance, regression and principal components. At the conclusion of this course, students will be able to apply methods of statistical analysis in authentic workplace situations to determine the best format to present information.

BUSS360 PROJECT PROCUREMENT MANAGEMENT
3 Semester Credit Hours
This course covers subjects regarding the processes required to acquire product or services needed from outside the project team. Students will learn about the processes required to plan, conduct, administer, and close procurements. Students will also study the purpose of each element and how to manage the process from either the buyer or seller perspective.

Prerequisite: BUSS230

BUSS370 PROJECT RISK MANAGEMENT
3 Semester Credit Hours
This course covers subjects regarding the processes required to increase the probability and impact of positive events and decrease the probability and impact of negative events. Students will learn about the processes required to plan, identify, analyze, respond, monitor and control risks. Students will also learn a variety of qualitative and quantitative tools to support all the risk processes.

Prerequisite: BUSS230

BUSS380 PROJECT SCHEDULING AND COST MANAGEMENT
3 Semester Credit Hours
This course expands upon project planning and cost management. Students will develop the skills necessary to manage the timely completion of a project by defining, sequencing, and estimating activities to create and control a project schedule. Students will also learn about the processes to estimate costs, determine and control budgets. Students will learn a variety of qualitative and quantitative tools to support both schedule and cost management through the development of a project plan.

Prerequisite: BUSS230

BUSS405 SMALL BUSINESS FINANCE
3 Semester Credit Hours
The course examines the various financial issues that a small business owner/manager may encounter. Topics to be covered are financial resources, owner liabilities, financial systems, tax issues, risk management and pension planning.

Prerequisite: BUSS215 or HTHS301

BUSS420 PROJECT MANAGEMENT
3 Semester Credit Hours
This course is designed to guide students through a complete project, from initial planning, obtaining resources, establishing priorities, meeting deadlines, and conducting project-related meetings, to evaluating progress, revising plans, and bringing the project to a successful conclusion.

Prerequisite: BUSS230

BUSS430 MARKETING COMMUNICATIONS
3 Semester Credit Hours
An examination of marketing and advertising approaches and how they influence decision-makers. The course examines different media approaches and the development of marketing brochures, displays and web pages.

BUSS440 RELATIONSHIP MANAGEMENT
3 Semester Credit Hours
This course covers the business paradigm shift that focuses on the systematic development and cultivation of business relationships through marketing. The rules for business success have changed along with globalization, advances in technology, and the dimensions of relationship management. The course will explore both theory and application, demonstrating measurable benefits for organizations that move from short-term or volume transactions to a focus that develops long term customer value.
### Communication (COMM)

**COMM104 LEARNING COMMUNITIES**  
3 Semester Credit Hours (SS)  
This course introduces students to the basic tenants of the communication process and the necessity of effective communication in order to achieve academic, professional (career), social, and personal goals. Students will consider factors which influence the achievement of those goals for academic, professional (career), social, and personal success, as well as for the creation of productive learning communities and students’ transformation into agile, lifelong learners.  
Corequisite: INFT124 (except NETW, ITAD)

**COMM115 INTRODUCTION TO INFORMATION LITERACY**  
3 Semester Credit Hours (SS)  
Students study the evolution of information and the impact of technology on research, and learn how to access, evaluate, and synthesize acquired research. The research process and papers required, of each student include inquiry into the history of each student’s chosen career along with the assignments on how changes in technology have impacted the communication processes in the career field.

**COMM201 PUBLIC SPEAKING & RHETORICAL PERSUASION**  
3 Semester Credit Hours (SS)  
This course is a multi-disciplinary course with the infusion of communication theory along with critical analyses of written and presented speech to include a composition/rhetoric/textual element from the English discipline.

### Criminal Justice (CRJU)

**CRJU103 INTRODUCTION TO THE JUSTICE SYSTEM**  
3 Semester Credit Hours  
This course lays the foundation for a solid understanding of the components, processes, and functions of the justice system in the United States. Topics include: history, structure, functions and philosophy of the justice system; relationship of the justice system to the three branches of government; trials, sentencing; victims; the corrections system; the impact of substance abuse on crime; and the impact of multicultural and international crime. The critical work of the key players in the justice system is examined, such as judges, juries, attorneys, law enforcement, corrections officials, and community advocates. Current policy issues are highlighted.  
Prerequisite or Corequisite: INFT124

**CRJU112 LAW ENFORCEMENT AND THE MULTICULTURAL COMMUNITY**  
3 Semester Credit Hours  
Focusing on the functions of contemporary law enforcement agencies and services, this course provides a comprehensive overview of law enforcement’s role in the justice system. Topics include: history and scope of American law enforcement; law enforcement cultures, with a focus on effectiveness, accountability, ethics; organization and leadership. Community perception of and interaction with law enforcement are analyzed. Careers in law enforcement are examined as well as the evolution of professions in the justice field.

**CRJU115 CONTEMPORARY ISSUES IN CORRECTIONS**  
3 Semester Credit Hours  
Providing a survey of the contemporary American corrections system, this course focuses on the philosophy governing the corrections system in the United States today and the daily operation and administration of facilities. Students will explore the relationship between crime, courts, corrections, and law enforcement and the role of technology in current practices. Modern issues affecting sentencing, probation, parole, special populations, and prisoner reentry are explored.
CRJU116
OHIO SECURITY I – OH only
3 Semester Credit Hours
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 1 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

CRJU117
OHIO SECURITY II – OH only
3 Semester Credit Hours
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 2 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

Prerequisite: CRJU116

CRJU118
OHIO SECURITY III – OH only
3 Semester Credit Hours
This course contains student performance objectives required by the Ohio Peace Officer Training Academy (OPOTA) for Private Security Officer Certification in the State of Ohio. This course is Part 3 of a 3 part series where all three parts must be completed to obtain the Private Security certification. Strict entrance and attendance requirements are governed by the State of Ohio. Instructor permission required. Labs are mandatory, are pass/fail, and must be passed to continue in OPOTA.

Prerequisite: CRJU117

CRJU135
SECURITY IN THE 21ST CENTURY
3 Semester Credit Hours
This course examines practical security and risk management in the 21st century. Students will explore a variety of current issues regarding loss prevention, personal safety, and digital security in the private sector. Student will be exposed to the various agencies, business, and corporations involved in the monitoring and managing risk conditions and their relationship with law enforcement. Current types of technology that impact security efforts will be examined. Assessing and communicating security risks, corporate information, communication systems, operations, and transportation will also be explored.

CRJU145
JUSTICE INFORMATION SYSTEMS
3 Semester Credit Hours
As with all industries, technology has significantly changed how the justice system operates. This course will provide a brief review of the history of technology in the justice profession, the ways in which technology and technological resources are utilized within the profession, and the influence of technology, as a change agent, on justice processes and procedures is analyzed. Different types of information systems and technology available to the various law enforcement agencies in the United States will be reviewed. The impact of emerging technologies in surveillance, information systems, facial identification, forensics, and heat sensing will be assessed. Students will also explore digital equipment and devices as well as aspects of cyber technology.

Prerequisite or Corequisite: INFT124

CRJU155
EMERGING TRENDS IN JUVENILE JUSTICE
3 Semester Credit Hours
This course examines emerging trends in the juvenile justice system. Topics include delinquency theories, categories of offenders, processing, treatment procedures, and juvenile correction alternatives. Complex issues presented in today’s juvenile justice system are explored such as diversion programs, mentoring programs, teen courts, and prevention. Students will have an opportunity to debate approaches to alternative sentencing and judicial waivers as well as the adjudication of juvenile offenders.

Prerequisite: CRJU103

CRJU201
CRIMINOLOGY: EXPLORING CRIMINAL BEHAVIOR
3 Semester Credit Hours
This course provides an overall introduction to the principles and theory of criminology. The student will learn the processes involved in identifying and recognizing the causes and patterns of criminal behavior. The course presents standard approaches to criminology, research methods utilized in the field, as well as the biological, psychological, social or psychiatric roots of crime. Real-life cases and high profile crimes will be critically analyzed.

Prerequisite: CRJU103

CRJU212
THE SCIENCE AND PRACTICE OF CRIMINAL INVESTIGATIONS
3 Semester Credit Hours
This course in criminal investigation examines investigative tools, concepts, and protocols. Students are introduced to the history, methods, and processes of standard criminal investigation. Topics covered in the course include collecting evidence, interrogation, laboratory services, digital evidence, reporting, and effective methods of surveillance. Modern technology utilized in criminal investigations will be highlighted. Professionalism and ethical considerations will also be addressed.

Prerequisite: CRJU112

CRJU225
SECURITY ADMINISTRATION
3 Semester Credit Hours
This course explores current critical issues concerning the efficient and effective delivery of security services. In particular, it focuses on three key areas: the administration of security by the public and private sectors and the need for greater cooperation between the two; the policies for the administration of security as set forth in the myriad of new and revised domestic security laws, especially the USA Patriot Act; and the need for security administrators to use technology to protect critical assets.

CRJU235
FOUNDATIONS OF CRIMINAL LAW AND PROCEDURE
3 Semester Credit Hours
This course focuses on the constitutional rights of criminal defendants as interpreted by the U.S. Supreme Court. Students will learn to distinguish between due process and crime control perspectives as well as the impact of ethics on criminal procedure. Topics include the purpose, nature and history of law, characteristics of the adversarial system and criminal defenses. Students will also analyze the entirety of criminal procedure from first contact to appeals, as well as the roles of prosecutors, juries, grand juries, and defense attorneys.

Prerequisite: CRJU103
Early Childhood Education (ECED)

ECED101  FOUNDATIONS IN EARLY CHILDHOOD CARE AND EDUCATION
3 Semester Credit Hours
The focus of this course is to overview the historical and theoretical foundations of Early Childhood Education (ECE) and the role of the ECE professional in creating quality care environments. An emphasis on developmentally appropriate practice is accompanied by exploration of diversity, program models and approaches, best practices, and the components of a quality program. Child care regulations vs. learning standards, accreditation entities, roles and responsibilities, professionalism and career choices are also investigated.

ECED102  CHILD GROWTH AND DEVELOPMENT
3 Semester Credit Hours
The focus of this course is to build a strong foundation in understanding development in children birth to age eight. An emphasis on social, cultural, and economic influences on development as well as the role heredity and environment play in child development will be investigated. The science of early brain development, child development theories, milestones and domains form the foundation for understanding. Specific attention will also be given to atypical development of children with exceptionalities and challenges.

Prerequisite or Corequisite: ECED101

ECED103  CREATIVE AND LANGUAGE ARTS FOR CHILDREN
3 Semester Credit Hours
This course is designed to focus on beginning level curriculum development through the context of play. Planning and evaluating developmentally appropriate play-based learning activities in the following areas: language, literacy, art, music and movement receive emphasis. The critical role of play in developmentally appropriate activities within the content areas is also a focus. Specific attention will be given to the stages of play development and theories of play, including the relationship between play and early childhood development and cognition.

Prerequisite or Corequisite: ECED102

ECED104  HEALTH, SAFETY AND NUTRITION FOR THE YOUNG CHILD
3 Semester Credit Hours
Health, safety, and nutrition in relation to the developing child is the focus of this course. Early learning programs for young children must establish and maintain a safe, healthy learning environment in accordance with governmental regulations and developmentally appropriate program standards, each addressed herein. Childhood issues such as abuse, neglect, and sudden infant death syndrome will also be explored.

ECED105  CHILD BEHAVIOR, OBSERVATION AND EVALUATION
3 Semester Credit Hours
The evaluation of child behavior is a complex process, which begins with understanding how children come to establish a sense of self and others as part of their development. Building upon this understanding, this course concentrates on behavior observation and intervention strategies as part of a positive guidance approach to facilitating healthy child development. Children’s social-emotional development and mental health, redirection guidance approaches, and appropriate intervention methods are central concepts. This course emphasizes the role of the early childhood professional in supporting children’s social-emotional learning.

Prerequisite: ECED102

ECED106  FAMILY AND COMMUNITY CONNECTIONS
3 Semester Credit Hours
The connection between program, family, and community is vital to the education of young children. The primary focus in this course is family, and understanding the significant role that family plays in the education of their children. Supporting diversity, understanding family patterns, trends, and relationships across a variety of cultures, is a necessity in building effective relationships with children and families. The success of a program relies on effective communication, advocating for children and families, and building on-going relationships while working collaboratively with resources in the community. Examining these relationships is a key concept throughout the course.

ECED107  EARLY CHILDHOOD PRACTICE EXPERIENCE
3 Semester Credit Hours
This course is designed to allow students to demonstrate acquired skills through the process of observation and/or participation in an early childhood setting. The course will explore the CDA Competency Standards, application process and the creation of the professional CDA portfolio, in preparation for future application. CDA functional areas will be aligned with NAEYC standards and artifacts for the portfolio considered. The completion of a simulated, virtual or live field experience will conclude the course.

Prerequisite: ECED103
Prerequisite or Corequisite: ECED105

ECED201  CURRICULUM PLANNING AND ASSESSMENT
3 Semester Credit Hours
This course is designed to cover creating a developmentally appropriate curriculum, including using assessment of learning, and intentional planning to guide children’s intellectual progress. Numerous examples of activities appropriate for language and literacy, art, music, social studies, science, math, fine motor and gross motor skills are explored. Creating the learning environment and evaluating progress through assessment, including methods of documentation are discussed as well. Attention to developmentally appropriate teaching methods and materials, inclusion of technology, diversity through the subject areas, sensory play and creating partnerships with families runs throughout the course.

Prerequisite: ECED103

ECED202  EARLY CHILDHOOD PROGRAM ADMINISTRATION
3 Semester Credit Hours
The administrator of an ECE program is responsible for its day to day management, including supervision of staff, and establishing relationships with families and the community. This course will cover how to design an early childhood program, how to manage space, materials, staffing, planning, record keeping, accounting, budgeting, staff development, enrollment management, marketing, as well as compliance with regulations. Analyzing state regulations and how they impact the design of the program are key components to be discussed. Emphasis will be placed on how these aspects impact the overall operation and quality of the early childhood program.
Economics (ECON)

**ECON220**  
**MACROECONOMICS**  
3 Semester Credit Hours (SS)  
This course will introduce the students to issues in macro theory through the use of models, principles and econometric analysis. Topics will include: opportunity costs, supply and demand, market equilibrium, and the assessment of GNP/GDP. Discussions will focus on the impact of business cycles, the role of government in the economy, the financial system, the role of monetary policy and the major issues facing the U.S. economy.

**ECON325**  
**MICROECONOMICS**  
3 Semester Credit Hours (SS)  
This social science course, based upon the “allocation of scarce resources,” examines basic economic assumptions and models. Though the economic functions of government and aggregate concepts are addressed, the course primarily has a microeconomic focus. Opportunity costs, supply and demand, market equilibrium and the GNP/GDP are covered. The impact of business cycles, economic policies, deregulation, environmental protection and labor on both the market and the individual organization is also highlighted.

English (ENGL)

**ENGL101**  
**RESEARCH AND WRITING I**  
3 Semester Credit Hours (HU)  
Students develop their expository and persuasive writing skills through varied writing experiences. Information literacy skills and research techniques are introduced and reinforced. Students apply their information literacy and writing skills to produce a paper which incorporates research in appropriate APA citation style.  
Prerequisite: Placement Evaluation or ENGL079

**ENGL202**  
**RESEARCH AND WRITING**  
3 Semester Credit Hours (HU)  
In this course, students are instructed in the various rhetorical modes of academic essay writing, including informative, persuasive, and research-based papers. In addition to academic writing, students are introduced to oral presentations. Students learn to examine the purpose and audience of written and oral communications and craft appropriate messages. Students will also refine their revising and proofreading skills.  
Prerequisite(s): Placement or ENG102

**ENGL250**  
**RESEARCH AND WRITING II**  
3 Semester Credit Hours (HU)  
This course builds on the research and writing skills developed in the previous English course. Students make critical decisions about the research necessary to produce diverse writings appropriate in content, format, and documentation. Using their research, students produce documents that will positively affect varied audiences.  
Prerequisite: ENGL101

**ENGL295**  
**INTERPERSONAL AND SMALL GROUP COMMUNICATION**  
3 Semester Credit Hours (HU)  
A study of the principles and theories of human communication with emphasis on interpersonal and small group communication. Students apply the essentials of communication transactions in a variety of settings and explore problem-solving techniques within small group scenarios.  
Prerequisite: ENGL101 or ENGL202

**ENGL302**  
**ADVANCED RESEARCH, WRITING, AND PRESENTING**  
3 Semester Credit Hours (HU)  
This course provides a rich grounding in advanced research, composition, and presentation skills to enhance academic writing competencies and sharpen presentation techniques.  
Prerequisite: ENGL202 or ENGL250

Financial Services (FINA)

**FINA190**  
**FINANCE PRINCIPLES**  
3 Semester Credit Hours  
This survey course provides a general overview of financial management with a focus on the tools and techniques used in financial decision making. Students are introduced to the fundamentals of business finance and will learn the basic concepts of time value of money, asset valuation and risk and return.

**FINA201**  
**FINANCIAL CONCEPTS AND CALCULATIONS**  
3 Semester Credit Hours  
The time value of money (TVM) serves as the foundation for all other concepts in finance. This course provides the foundation necessary to compute advanced financial calculations including TVM. Students develop competencies through the practical application of quantitative investment concepts, measures of investment returns, bonds and stock valuation concepts and depreciation. Students are also introduced to the mathematical treatment of risk-neutral valuation, arbitrage, options, futures, and derivatives. In subsequent courses, students will apply the fundamental skills learned in this course to continue to solve a variety of financial equations.  
Prerequisite: MATH201
Graphic Design (GRAD)

**GRAD100 INTRODUCTION TO DESIGN**
3 Semester Credit Hours

Students demonstrate the process of creative problem solving by producing thumbnail sketches and rough layouts to complete communication problems. Students will identify and apply the elements and principles of design through various projects and techniques including traditional rendering, color techniques, basic drawing skills and use of multiple mediums.

Prerequisite or Corequisite: INFT124

**GRAD115 PAGE LAYOUT**
3 Semester Credit Hours

An introduction to the fundamentals of computer design and production is offered. Students utilize industry-standard software to execute typographic designs, manipulate text and create page layouts.

**GRAD120 TYPOGRAPHY AND LAYOUT**
3 Semester Credit Hours

History, letterstyle, structure, and construction of type is studied. Students gain an understanding of how type is used in design, selection of type, creative use of type and combining type with images in grid layouts.

Prerequisite: GRAD100

**GRAD130 PRODUCTION FOR DESIGN**
3 Semester Credit Hours

Students gain an understanding of print production and printing technologies through lecture and hands-on projects. Managing production, mechanicals, paper, and electronic production are covered.

**GRAD215 DIGITAL ILLUSTRATION**
3 Semester Credit Hours

Students apply advanced design and illustration techniques to produce graphic design projects on the computer. Emphasis is on production of design and images through an illustration software program.

**GRAD220 GRAPHIC DESIGN I**
3 Semester Credit Hours

An advanced course where students develop skills in the synthesis of words and image to lecture and hands-on projects. Managing and create page layouts.

**GRAD240 GRAPHIC DESIGN II**
3 Semester Credit Hours

Skills and methods learned in Graphic Design I are expanded to solve complex design problems in Graphic Design II. The design process, visual techniques, and production methods will be applied to long-term projects which contain multiple components. Simulated client meetings will challenge students to determine objectives and complete design briefs. The relationship of graphic design in advertising will also be explored.

Prerequisite: GRAD220

**GRAD250 ADVANCED PAGE LAYOUT**
3 Semester Credit Hours

Students utilize up-to-date page layout software, while developing skills in importing and editing text, working with typography, importing and linking graphics, and combining files into books.

Prerequisite: GRAD230

Health Information (HEIT)

**HEIT111 INTRODUCTION TO HEALTH INFORMATION MANAGEMENT**
3 Semester Credit Hours

This course covers the history, philosophy, development, and functions of the Health Information Management (HIM) profession and the American Health Information Management Association (AHIMA). The inspection of storage and retrieval systems and control techniques for health records relative to numbering, forms, indexes and registries, record retention, abstracting, and analysis are covered. Additional topics include the organization of health care delivery in the U.S. and the structure and operations of healthcare organizations, along with an overview of various healthcare providers.

Prerequisite: HEIT111

**HEIT131 HEALTHCARE INFORMATION FINANCIAL MANAGEMENT**
3 Semester Credit Hours

This course will cover information about major insurance programs and federal health care legislation. It is designed to provide the student with classroom activities to enrich critical thinking and problem solving application. Reimbursement methodologies will also cover the history, evolution, and basic knowledge of diagnosis and procedure coding systems. Reimbursement methodologies will introduce the students to reimbursement issues and systems such as the Prospective Payment System (PPS), Diagnosis Related Group (DRG), Resource-Based Relative Value Scale System (RBRVS), and Ambulatory Payment Classification (APC), Electronic Data Interchange (EDI) various billing techniques, Chargemaster, revenue cycle, and software application programs.

Prerequisite: MATH201

**HEIT201 HEALTH INFORMATION STATISTICS & DATA ANALYSIS**
4 Semester Credit Hours

In this course, students study health statistics and data analysis with an emphasis on Information Governance. Also covered is data collection, quality management, metadata management, organizational mapping, and methods for analyzing data. Utilization review, vital statistics, registries, and research are examined. Students compute healthcare statistics for purposes of reporting and compliance.

Prerequisite: MATH201

**HEIT202 MANAGEMENT OF HEALTH INFORMATION FUNCTIONS AND SERVICES**
4 Semester Credit Hours

Students are introduced to HIM management responsibilities with a focus on financial, organizational, and human resources. The management functions of planning, organizing, directing, and controlling are introduced, and through case studies and presented scenarios, students use participative management techniques, such as budgeting, revenue cycle forecasting, work-flow, and service standards, as well as staffing duties to include position descriptions, new hire orientation, performance evaluation, and team building.

Prerequisite: HEIT111

**HEIT211 HEALTHCARE INFORMATION SYSTEMS**
4 Semester Credit Hours

This course provides students with an overview of computer applications and data sources common to healthcare, ranging from the national health information technology (health information exchanges and regional health organizations) to the business and healthcare information applications and technology deployed at the institutional level. Through simulation, students design systems for interoperability and ensuring secure access to health information.

Prerequisite: HEIT111

**HEIT223 PROFESSIONAL PRACTICE EXPERIENCE I**
1 Semester Credit Hour

Under the direct supervision of a health information professional, students transfer their knowledge and skills attained throughout their studies to authentic HIM operations, including chart assembly/analysis abstraction, release of information duties, processing / maintenance / storage / retrieval of the EHR, coding, and data management applications.

Prerequisite: MCCG135, MCCG136
Co-requisite: MCCG145
HEIT240
LAW & ETHICS OF HEALTH INFORMATION
3 Semester Credit Hours

This course is a study of legislative and regulatory processes that impact healthcare with particular focus on Health Information Management. Students are introduced to legal terminology, along with an overview of the legal system. Topics include privacy, security, and confidentiality issues related to HIM, record retention/destruction, release of information, advanced directives, consents, and patient rights issues. Ethical issues regarding health information is covered, along with liability of non-compliance.

HEIT265
PROFESSIONAL PRACTICE EXPERIENCE
3 Semester Credit Hours

This course provides further supervised practice experience in a health information setting. Students participate in the daily activities of a HIM department. Students transfer their knowledge and skills attained throughout the HIM course of study to authentic HIM operations, such as utilization review, medical staff credentialing, quality improvement activities, risk management, and management duties. The student’s performance during the Professional Practice Experience (PPE) will be observed and documented; students will prepare a written reflection to summarize the outcomes of the PPE.

Prerequisite: HEIT223
Corequisite: HEIT299

HEIT299
HEALTH INFORMATION MANAGEMENT PROFESSIONAL DEVELOPMENT AND CERTIFICATION
2 Semester Credit Hours

This course prepares students for the Registered Health Information Technician (RHIT) certification exam offered through the American Health Information Management Association (AHIMA). Students review the professional competency domains covered on the assessment: healthcare data management, health statistics, biomedical research and quality management, health services organization and delivery, information technology, and systems and organization resources. Students also explore continuing education (CEUs) opportunities and plan to remain current in field after earning the RHIT professional designation.

Corequisite: HEIT265

Health Services (HTHS/HCAS)

HCAS123
HEALTHCARE TERMINOLOGY
3 Semester Credit Hours (NS)

This course is an introduction to medical terminology and the vernacular commonly used in healthcare professions. The focus is for students to build a working vocabulary based on each body systems location, function, organs, and common diseases. Essential to healthcare communications, students will be evaluated on correct usage, spelling, and pronunciation of terms.

Prerequisite or Corequisite: INFT124

HCAS129
ELECTRONIC HEALTH RECORDS
3 Semester Credit Hours

This course introduces students to the electronic health record (EHR) and its application in maintaining and retaining patient data. Reliability, accuracy, completeness, and validity of digital health information will be emphasized. Healthcare laws, policies, and standards will be discussed to help students understand the importance of ensuring confidentiality, exchange, privacy, security, access, and disclosure.

Prerequisite: INFT124

HCAS133
SURVEY OF ANATOMY & PHYSIOLOGY
3 Semester Credit Hours (NS)

This course provides an overview to the anatomical structures and physiology of the human body. Each body system is studied, including their respective organs, structures, and functions. Students will assess how each system participates in homeostasis of the body.

Prerequisite or Corequisite: HCAS123

HCAS143
HUMAN DISEASE AND DRUG PHARMACOLOGY
3 Semester Credit Hours (NS)

This course focuses on the disease processes that occur in body systems and the related health management of these conditions, as well as the basic concepts of clinical pharmacology for students entering a health care profession. Fundamental concepts and processes of human diseases, such as inflammation, infection, degeneration, congenital and genetic disorders, immune deficiency, and autoimmune disorders, will be explored. Students will also study the clinical manifestations that accompany these conditions. Additionally, core concepts of pharmacology, including terminology and abbreviations, are introduced. Students will learn about drug regulations, consumer safety, and sources and effects of drugs. Medication preparation, systems of measurement, and principles of drug administration are also covered.

Prerequisite(s): MATH101 and HCAS133 or BIOL210

HTHS110
INTRODUCTION TO HEALTH AND HUMAN SERVICES ORGANIZATIONS
3 Semester Credit Hours

This course provides an introduction to human service organizations and systems; including how they function and work together; types/roles of workers and the clients they serve.

Prerequisite or Corequisite: INFT124

HTHS121
HEALTH CARE INFORMATION SYSTEMS
3 Semester Credit Hours

This course offers an overview of the clinical, financial, and management systems needed to manage human service organizations and their practical application.

Prerequisite: INFT124

HTHS230
FUNDING HEALTH AND HUMAN SERVICES ORGANIZATIONS
3 Semester Credit Hours

This introductory course covers the current funding sources, both public and private, for health and human service programs.

Prerequisite or Corequisite: ACCT110

HTHS301
HEALTH SERVICES MANAGEMENT I
3 Semester Credit Hours

This course provides an overview of global health care systems and a review of the theoretical, conceptual foundations, and practices of health services management. The manager’s role in planning, organizing, staffing, directing, and monitoring are introduced and discussed. Approaches to managing major functional areas of the health care organization are reviewed including communication, human resources, financing and budgeting, and legal/regulatory. Students will understand governance in an organization and learn about best practices for quality and ethical management and the importance of monitoring influences in the external environment.

HTHS302
HEALTH SERVICES MANAGEMENT II
3 Semester Credit Hours

This course provides the student with advanced concepts and applications of the management process in health care. Perspectives from organizational theory and management provide a conceptual basis for understanding and analyzing the practice of management in health care organizations. An overview of the strategic management process is provided. Advanced principles of management in health service organizations, focusing on legal and ethical concepts, corporate compliance, long-range planning, growth through alliances and affiliations, and future trends are discussed.

Prerequisite: HTHS301

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This course explores in part the essential legal aspects ethical and bioethical components of the health care industry. Included is background information regarding the evolution of the health care system as well as a primer in applicable health care laws. Students learn about the anatomy of a lawsuit as well as the responsibilities and liabilities of all health care professionals and organizations. Patient rights and responsibilities are discussed along with the ethical responsibilities of health care providers.
Prerequisite: HTHS110

**HTHS315**
**HEALTHCARE FINANCE & ACCOUNTING MANAGEMENT**
3 Semester Credit Hours
This course provides foundational instruction in the financial management principles, practices, and techniques used in health care organizations. Students learn to examine and understand statements of operation, balance sheets, and cash flow statements in order to make administrative decisions. This course is designed to build upon the concepts introduced in basic accounting courses and develop proficiency in applying administrative financial techniques in health care decision making.
Prerequisite: ACCT110, HTHS301

**HTHS405**
**LONG TERM CARE MANAGEMENT**
3 Semester Credit Hours
This course is an introduction to management in the long-term care system. Students develop knowledge of the various segments of the system, how the system developed to its current state, compares it to an ideal system, and projects future trends. This course covers the full continuum of long-term care. The increasingly important topics of the aging of American society, the impact of the “baby-boomers”, consumer choice, and the growing diversity in long-term care are covered extensively and from a variety of perspectives.
Prerequisite: HTHS110

**HTHS410**
**HEALTH RESEARCH METHODS**
3 Semester Credit Hours
This course provides a foundation in the essential components of health care research. Included is background information regarding the evolution of health care research, the current status of research in health care, and the challenges health care research will face in the future. Students learn about the various methods of research, how to develop a research question and review current literature on their chosen topic, as well as how to evaluate existing case studies and write a research proposal. The various methods of data collection and data management are discussed and students learn to design and conduct a study. This course then discusses data analysis and interpretation, generating reports for various venues, and the impact of health-related research. Students will also consider the challenges of health services research.
Prerequisite: ENGL202 & MATH309

**HTHS465**
**HEALTH SERVICES CAPSTONE**
3 Semester Credit Hours
Students will design, execute and present the outcomes of a research-related, industry specific capstone project. They will use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline.

**HTHS470**
**HEALTH SERVICES PRACTICUM**
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills and behaviors developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.
HOSS220  TECHNOLOGY IN THE HOSPITALITY MANAGEMENT INDUSTRY
3 Semester Credit Hours
This course explores the way in which technology and technological resources are utilized in the Hospitality Industry. As with all industries, technology has significantly changed how the industry operates. Almost all departments within the hospitality industry have department-specific software and information systems to guide daily operations. It is a Manager’s role to understand the uses of technology, advantages and disadvantages of technology, how to use technology to its fullest extent, and guide all departments with an emphasis upon the historical role of how the Hospitality Industry has changed due to technology.

HOSS220  ETHICAL HOSPITALITY MANAGEMENT
3 Semester Credit Hours
This course offers students a strong foundation for making sound ethical decisions in the hospitality industry as managers. Students are provided with an interactive, hand-on learning experience with which to recognize and analyze ethical dilemmas within a variety of industry-related departments such as sales and marketing, housekeeping, front office, food services including dining and room service, as well as technology. Students will explore the impact a strong ethical framework has for a manager.

HOSS230  LEADING HOSPITALITY SERVICES MANAGEMENT
3 Semester Credit Hours
This course addresses the hospitality industry from a services management perspective. Students will explore their role as managers by examining fundamental human resource concepts from a customer/employee perspective. Students will gain an understanding of how outstanding service in all aspects of an organization will impact all segments of a company including their global competitive edge.

HOSS240  CONVENTION AND EVENT MANAGEMENT
3 Semester Credit Hours
This course explores the aspect of the hospitality industry focused upon meeting, event, convention and exposition planning and the manager’s role within this department. Students will acquire an in-depth knowledge and understanding about the specialized field of “event management” and become familiar with the management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. Students will utilize knowledge and skills necessary for successfully planning and management of conventions, meetings, and exhibitions in a commercial recreation setting.

Humanities (HUMA)

HUMA315  TOPICS IN WORLD CIVILIZATION: EARLY COMPARATIVE CULTURES
3 Semester Credit Hours (HU)
The course will focus primarily on literature, architecture, cultural history, art, music and philosophy within a framework, which explores the roots and continuity of cultures. An inter-disciplinary approach to culture from ancient civilizations through the middle ages will be taken.

HUMA316  TOPICS IN WORLD CIVILIZATION: WESTERN CULTURE FROM THE RENAISSANCE TO THE LATE 20TH CENTURY
3 Semester Credit Hours (HU)
This course presents an interdisciplinary approach to western culture from the Renaissance through the late twentieth century. The course will focus primarily on literature, architecture, cultural history, art, music and philosophy within a framework that explores the roots and continuity of cultures.

Human Resources (HURS)

HURS103  INTRODUCTION TO HUMAN RESOURCES
3 Semester Credit Hours
The goal of this course is to provide an introduction to the knowledge, skills, and abilities preformed in human resources. The primary topics will include human resource management, employment law and regulations, training and development, social media and recruitment, human resource planning, ethics, compensation, and benefits.
Pre/Corequisite: INFT124

HURS107  INTRODUCTION TO COMPENSATION AND BENEFITS
3 Semester Credit Hours
This course addresses the importance of compensation and benefit systems vital to human resource management. Students will be offered an introduction to the compensation and benefit systems and the methods and procedures involved in the administration and oversight of these systems. The course will cover social and legal issues and controversies that arise as they relate to pay and benefits.

HURS205  ORGANIZATIONAL BEHAVIOR & LEADERSHIP
3 Semester Credit Hours
This course examines the impact the behavior of individuals and groups have on an entire organizational system. Students will analyze the differences between management and leadership and examine how different leadership styles impact an organization. Various leadership theories, characteristics, and competencies, and their impact on professional relationships will be examined. Students will analyze the behavioral science theory that describes current organizational culture.

HURS208  EMPLOYEE TRAINING & DEVELOPMENT
3 Semester Credit Hours
In this course, students will be exposed to organizational issues, concepts and processes for employee development and training facing today’s dynamic organization. Students will use a hands-on approach to assess organizational needs for employee development then design and present a competency-based, electronic media integrated training and development plan using multimedia.

HURS217  RECRUITMENT, SELECTION, & STAFFING
3 Semester Credit Hours
This course provides students with an overview of the recruitment, selection, and staffing functions. Students will learn about the theories, best practices, research, and legal foundations that shape staffing and personnel decisions. This course covers the staffing activities practiced in an organization.

HURS233  EMPLOYMENT LAW & LABOR RELATIONS
3 Semester Credit Hours
Students will examine employment law and labor relations from historical, legislative, and practical perspectives. Historical events and legislative trends contributing to the evolution of employment law and labor relations in practice will be covered. Legal framework of unionism, the employer-employee relationship, and emerging models of labor relations will be discussed.

HURS350  TRAINING AND DEVELOPMENT
3 Semester Credit Hours
This course provides students with a solid foundation in training and development as well as the essentials to manage career management from the employee and employers perspective. Students will examine the role of training from a strategic perspective including planning and assessment, design and delivery, evaluation, and transfer of learning. The concepts, methods, and issues discussed in the course are applicable to all types of organizations and jobs.
Prerequisite: HURS103
HURS360
COMPENSATION AND BENEFITS
3 Semester Credit Hours
In this course, students will examine the strategic use of compensation and benefit systems to attract, motivate, retain, and reward employee performance. Through the exploration of the job analysis, job description, and job evaluation attributes, students will develop competencies to make equitable compensation decisions. Prerequisite: HURS103

HURS440
LABOR RELATIONS AND COLLECTIVE BARGAINING
3 Semester Credit Hours
Students will analyze the union organization, contract administration and the framework for collective bargaining from the historical, economical and legal perspectives. Students will also assess the notable changes stemming from new regulations, altering employee needs and complexities associated with a diverse global market. Prerequisite: HURS103

HURS450
EMPLOYMENT LAW
3 Semester Credit Hours
In this course, students will evaluate how current legal issues affect the human resource function including discrimination, harassment, and drug testing from both the employer and employee perspectives. Students will also compare and discriminate between laws and policies designed to protect equal employment opportunities and to compensate employees for occupational injuries and illnesses. Prerequisite: HURS103

HURS471
PROFESSIONAL COMMUNITY NETWORKING
3 Semester Credit Hours
Students will be introduced to professional and community networking techniques to strengthen their presence and identity within professional networks. Topics that will be discussed will include the principles of connection, public speaking and personal branding. At the conclusion of this course, students will be equipped with the skills and strategies to expand their professional networks and effectively leverage various resources to do so.

Human & Social Services (HUSS)

HUS3120
PUBLIC HEALTH ISSUES (MENTAL AND CHEMICAL)
3 Semester Credit Hours
This course will provide an overview of mental health illnesses, processes, and practices that shape the experience of mental health and illness in the United States, and the consequences of disorders for individuals, families, and communities. Topics addressed will include theories of mental illness, chemical dependency, and substance abuse and their impact on the individual and society. It will also address intervention strategies and resources available.

HUSS130
CULTURAL COMPETENCE IN THE HUMAN SERVICES
3 Semester Credit Hours (SS)
This course examines the implications of cultural, gender, religious, social, economic, and other factors of diversity as they affect the helping relationship, helping strategies, and the effectiveness of human service provision. Emphasis is on understanding the diversity of factors that affect how and why an individual accesses human service organizations and the human service worker's ethical responsibilities as it relates to honoring clients' cultural experiences and guiding assistance with sensitivity.

HUSS225
INTRODUCTION TO COUNSELING AND CASE MANAGEMENT STRATEGIES
3 Semester Credit Hours
This course is an introduction to case management and counseling services, as it pertains to the human and social service agencies. The three phases of case management (assessment, planning, and implementation) are explored as it related to the responsibilities and skills of an effective case manager, the types of populations for whom case management would be appropriate, the role of counseling in supporting client needs, and how to find necessary community resources for clients. Basic concepts in counseling and the theoretical approaches to counseling are explored.

HUSS235
CRISIS INTERVENTION
3 Semester Credit Hours
This course introduces the basic theories and principles of crisis intervention. Emphasis is placed on identifying and demonstrating appropriate and differential techniques for intervening in various crisis situations. Upon completion students will be able to assess crisis situations and respond appropriately.

Licensed Pratical Nursing (LPVN)

LPVN100
FUNDAMENTALS OF PRACTICAL NURSING
6 Semester Credit Hours
This course introduces foundational principles and skills of practical nursing. These principles and skills use an interdisciplinary approach to provide nursing care to adult patients. The nursing process will be introduced to assist in the collaboration of care in the clinical setting. The course presents principles of health promotion, maintenance, and restoration in the care of the adult. This course will provide the practical nursing student experiences to practice fundamental nursing principles and skills necessary to provide care in a variety of settings. Clinical experiences are based on basic nursing procedures, skills, and critical thinking learned and practiced in the nursing skills lab. Prerequisite(s): none

LPVN 101
PN-MEDICAL/SURGICAL NURSING I
4 Semester Credit Hours
This course provides information to the student on basic medical surgical principles and skills. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. Medical surgical concepts presented include peri-operative care, principles of pain management, oncology care, and health promotion, the wellness/illness continuum, nutrition, and diet therapy. Care of clients who have common diseases and disorders affecting the following body systems: musculoskeletal, sensory, immune and lymphatic, respiratory, and cardiovascular systems will be included. Use of information technology to provide basic care will be explored in relationship to medical surgical clients. Principles of medical surgical nursing and medication administration with an interdisciplinary approach to providing care to adult clients requiring medical-surgical nursing care are practiced in the clinical area. Demonstrating and monitoring IV therapy will be included in this course. Prerequisite(s): LPVN 100, BIOL 110, Co-requisite(s): LPVN 105, BIOL 210, and LPVN 110.
**LPVN105 PRAXIS FOR LPNS**
2 Semester Credit Hours

This course will explain the role of the practical nurse in relationship to pharmacology. The student will learn about drug classifications, actions, side effects, adverse reactions, contraindications, and calculation of medication dosages. Medications, procedures, regulations, and considerations for safe administration are emphasized. Medication considerations for specific populations across the lifespan will be studied.

Prerequisite(s): MATH103 or MATH201 and BIOL110
Co-requisite(s): BIOL210, LPVN110 and LPVN101

**LPVN110 INTRAVENOUS THERAPY**
1 Semester Credit Hours

This course presents an overview of IV therapy principles and guidelines. A glossary of common terminology pertinent to intravenous therapy is included. Principles of asepsis are reviewed, basic equipment and supplies needed to start and maintain intravenous therapy are outlined. Pharmacology related to intravenous therapy and methods of managing intravenous therapy are included. The roles of the Practical Nurse in managing IV therapy are discussed.

This course includes didactic, laboratory, and supervised clinical practice, including a testing component through which a student is able to demonstrate competency related to intravenous therapy, and a means to verify that a student has successfully completed the course in intravenous therapy. Students will also practice intravenous therapy skills during the clinical component of the PN-Medical-Surgical Nursing course.

Prerequisite(s): none
Co-requisite(s): LPVN 101 and LPVN105

**LPVN115 PRACTICAL NURSING LEADERSHIP AND TRANSITION**
2 Semester Credit Hours

In this course, the student will learn to assist in the coordination of human and material resources for assigned clients, participate in group processes to promote the provision of nursing care, use the nursing process to make decisions about basic health care needs and use information technology to provide basic care. Learning experiences will provide growth for the student to make the transition from student to practical nurse. In this course students apply clinical principles and use an interdisciplinary approach to provide care to adult clients requiring medical-surgical nursing care incorporating leadership skills. The student will use principles of health promotion; maintenance and restoration; and physiological integrity across the life span to meet client health care needs in a clinical setting. Students will learn time management and delegation skills as well as implement various components of quality assurance.

Prerequisite(s): none
Co-requisite(s): LPVN 120 and LPVN 130

**LPVN120 MATERNAL/CHILD NURSING**
3 Semester Credit Hours

This course introduces the practical nursing student to the study of the reproductive systems, maternal, and child health nursing. The course will include obstetric nursing care in a healthy pregnancy with emphasis on physical safety to ensure best possible outcomes for the mother, baby, and family. Content addresses care of mother and baby from conception to postpartum as well as discharge and home care. An overview of high – risk situations will be included.

This course introduces the practical nursing student to pediatric nursing including health promotion and disease prevention unique to the pediatric patients and their families. Deviation from normal growth and development will be explained to meet health care needs of pediatric patients. Study of principles and skills to assist children with health deviations to achieve, maintain, and restore an optimum level of health will be included. Clinical experiences are based on previous learned nursing skills.

Prerequisite(s): LPVN 101

**LPVN130 PN-MEDICAL/SURGICAL NURSING II**
5 Semester Credit Hours

This course builds upon the concepts covered in Med Surg I. The use of the nursing process to make problem-solving decisions about medical surgical health care needs will be presented. A review and application of peri-operative care, principles of pain management, oncology care, health promotion, the wellness/illness continuum, nutrition, and diet therapy will continue to be emphasized. Care of clients who have common diseases and disorders affecting the following body systems: neurologic, endocrine, urinary, and gastrointestinal will be included. Use of information technology to provide basic care will be explored in relationship to medical surgical patients. Principles of medical surgical nursing and medication administration with an interdisciplinary approach to providing care to adult clients requiring medical-surgical nursing care are practiced in the clinical area. Demonstrating and monitoring IV therapy will be included in this course.

Prerequisite(s): LPVN 101

**LITR220 INTRODUCTION TO LITERATURE**
3 Semester Credit Hours (HU)

A study of literature in a variety of genres, to provide an aesthetic appreciation of the selected works, an understanding of the basic methods of literary analysis, and an understanding of various approaches to writing about literature.

Prerequisite: ENGL202 or ENGL101

**LITR320 WORLD LITERATURE**
3 Semester Credit Hours (HU)

In this comprehensive survey course, students explore and analyze select themes in modern literature by comparing and contrasting approaches from Western and Non-Western novels, short stories, and essays. Major literary figures will be covered as well as connections between literature and culture.

Prerequisite: ENGL202

**MATH201 COLLEGE MATHEMATICS – QUANTITATIVE REASONING**
3 Semester Credit Hours (MA)

This course helps students develop quantitative literacy skills for personal and professional lives. Students will use reasoning and mathematical methods to find solutions to real-world problems. Students will use algebraic, financial, proportional, probabilistic, and statistical methods to draw conclusions and/or make decisions.

Prerequisite(s): Placement or MATH101

**MATH309 STATISTICS**
3 Semester Credit Hours (MA)

This course is designed to provide a basis for business decisions through an introduction to the fundamental concepts of statistics and to the important methods of statistical inference.

Prerequisite: MATH103 or MATH201

**MATH310 QUANTITATIVE REASONING**
3 Semester Credit Hours (MA)

This course helps students develop quantitative literacy skills for personal and professional lives. Students will use reasoning and mathematical methods to find solutions to real-world problems. Students will use algebraic, financial, proportional, probabilistic, and statistical methods to draw conclusions and/or make decisions.

Prerequisite(s): Placement or MATH101

**WORLD LITERATURE**
3 Semester Credit Hours (HU)

In this comprehensive survey course, students explore and analyze select themes in modern literature by comparing and contrasting approaches from Western and Non-Western novels, short stories, and essays. Major literary figures will be covered as well as connections between literature and culture.

Prerequisite: ENGL202
Marketing (MARK)

MARK100
INTRODUCTION TO DIGITAL MARKETING
3 Semester Credit Hours
This course provides an overview of the various disciplines within digital marketing, including search engine optimization, social media, content marketing, web analytics, and conversion rate optimization, among others. At completion, students will understand the core aspects of these disciplines and be able to provide insight into establishing a multi-disciplinary strategy for marketing a business in the digital space.
Prerequisite or Corequisite: INFT124

MARK110
CONTENT & SOCIAL MEDIA MARKETING
3 Semester Credit Hours
Content and social interactions are very much the currency of the internet. Traffic follows relevant and valuable content, and users online often become informed of new content through social channels. Throughout this course, students will learn how to drive traffic and cultivate a community around a product or business using content marketing and social media marketing.
Prerequisite: MARK100, INFT124

MARK120
WEB ANALYTICS & REPORTING
3 Semester Credit Hours
This course guides students through the complete implementation of a web analytic program that measures the success of digital marketing campaigns and website user experience. By the end of the course, students will be able to use standard industry software to implement a web analytics program.
Prerequisite: MARK100, INFT124

MARK210
SEARCH ENGINE MARKETING & OPTIMIZATION
3 Semester Credit Hours
Throughout this course, students will gain an understanding of the signals that influence search engines and their relative importance on influencing their rankings. Organic search rankings, those not influenced by paid advertising, inherently carry more credibility with users. Effective search engine optimization uses white hat techniques to influence the likelihood that a specific website or webpage will rank high in the organic results for appropriate search queries. At completion of this course, students will be prepared to create a comprehensive SEO strategy and prioritize SEO tasks to be completed in an order that best influences organic search rankings.
Prerequisite: MARK100

MARK220
MOBILE & EMAIL MARKETING
3 Semester Credit Hours
Mobile and email marketing both nurture the business-to-customer relationship to create increased customer retention and to maximize customer lifetime value. The relationship that users share with their email and mobile phones are intimate, and as a result, it is crucial that a balanced marketing strategy respects the customer journey throughout these disciplines. Throughout this course, students will gain an understanding of the various types of technology available to nurture customer relationships in the digital space, and they will be able craft strategies to grow and retain customers using these communication platforms.
Prerequisite: MARK100

MARK230
PAY PER CLICK & DISPLAY ADVERTISING
3 Semester Credit Hours
Paid avenues in digital marketing, or advertisements either in search results or on web banners across the web, can be an accelerated method for driving results in a digital marketing program. Targeting options within the disciplines of display advertising and paid search advertising have made these advertising options an avenue for the right prospects to a web page who are ready to take the next step in the purchasing funnel. Throughout this course, students will gain the skills necessary to manage a paid search and display advertising account to drive targeted traffic and encourage online users to purchase.
Prerequisite: MARK100

MARK240
CONVERSION RATE OPTIMIZATION
3 Semester Credit Hours
A conversion is when a user lands a web page and takes a pre-defined action, often a form fill or a purchase. This aspect of digital marketing is what makes digital marketing efforts pay dividends. Throughout this course, students will learn a variety of techniques that can be used to improve the conversion rate of a web page. Through intelligent web page design and scientific testing, minor improvements can contribute to big gains over time.
Prerequisite: MARK100

MARK300
STRATEGIC DIGITAL MARKETING MANAGEMENT
3 Semester Credit Hours
In this course, students will examine the constantly evolving technology and digital media elements involved with strategic marketing planning and management. Students will build on their digital marketing knowledge and consider the interaction of e-commerce business models and best practices for integrating online and offline marketing. Through a combination of lecture, case studies, and course projects, students will develop, implement, and evaluate digital marketing practices for managing strategic marketing imperatives.
Prerequisite: MARK100

MARK470
DIGITAL MARKETING PRACTICUM
3 Semester Credit Hours
In this course, students will design, execute and present the outcomes of a capstone project conducted during a practicum field experience. Students will be challenged to use their knowledge, skills, and behavior developed over the course of their program studies to solve real-world problems in their career discipline. Students will be evaluated from both academic and professional standards.
Medical Administrative Assistant (MDAA)

MDAA101
INTRODUCTION TO MEDICAL OFFICE SUPPORT AND SERVICES
3 Semester Credit Hours
This course provides an overview of the administrative functions that occur in the front office of a medical facility. Students will learn the essential medical administrative skills including: professionalism, customer service orientation, communication skills, scheduling, basic billing, as well as maintaining medical records.
Prerequisite or Corequisite: INFT124

MDAA202
MEDICAL INSURANCE AND BILLING
3 Semester Credit Hours
This course introduces students to medical insurance and billing cycle and tasks common across healthcare systems as well as third-party payers and commercial insurance plans. Topics include claim form preparation, processing and submission activities, in addition to basic coding nomenclature. Students will also examine plan options, payer requirements, state and federal regulations and abstracting data from source documents.
Prerequisite or Corequisite: HCAS123

MDAA204
MEDICAL OFFICE PROCEDURES
3 Semester Credit Hours
This course builds on the medical office and support services course with in-depth study of administrative and supervisory skills necessary for daily medical office operations. Students will expand their knowledge and skills for managing medical records, confidentiality and release of health information, as well as quality assurance and practice efficiency.
Prerequisite or Corequisite: MDAA101

MDAA208
QUALITY IMPROVEMENT & CUSTOMER SERVICE IN MEDICAL OFFICES
3 Semester Credit Hours
Healthcare is a service industry with patients assessing the value of their experience beyond the medical care, to also include the service and support associated with the care. In this course, students will study the impact listening skills and communication techniques have on patient satisfaction levels. Additional topics include efficiency, and quality improvement measures to meet customer patients service expectations.

Medical Coding (MCCG)

Courses with the MCCG Prefix are only offered in blended learning or online formats.

MCCG100
INTRODUCTION TO REIMBURSEMENT & CODING
3 Semester Credit Hours
This course provides an introduction to reimbursement methodologies and clinical coding systems used in healthcare. Students will explore the common insurance programs and methods for submitting healthcare claims. Payment regulations, revenue cycle tools, and electronic billing processes will also be covered, along with HIPAA, state, and federal regulations and compliance practices.
Prerequisite(s): MCCG100 or HEIT111

MCCG135
ICD PROCEDURAL CODING
3 Semester Credit Hours
This course covers procedural coding for utilizing the ICD-10-PCS classification system and reimbursement methodologies. Students will learn how to build an ICD-10-PCS procedure code using coding tables as well as a computerized encoder. Topics will also include ICD-10-PCS organization and structure and official coding guidelines and conventions.
Prerequisite(s): MCCG100 or HEIT111 and HCAS133 or BIOL210

MCCG145
CPT AND HCPCS II CODING
3 Semester Credit Hours
This course features the basics of Current Procedural Terminology (CPT) and Healthcare Common Procedure Coding System (HCPCS II) clinical classification systems and outpatient/physician office reimbursement methodologies. The use and maintenance of electronic applications and work processes supporting classification and coding are also covered. Topics include the assignment of procedure codes, evaluation of accurate procedural groupings, interpretation of relevant regulations and coding guidelines, validation of coding accuracy by comparison of health records, and examination of reimbursement systems.
Prerequisite(s): MCCG100 or HEIT111

MCCG210
CLINICAL DOCUMENTATION: INTEGRITY AND QUALITY
3 Semester Credit Hours
This course provides an overview of documentation reporting in healthcare settings. The integrity and quality of clinical documentation is discussed as it relates to data collection, analysis, and presentation. Additional topics will include the analysis and display of data for quality assurance, utilization review, risk management, and reimbursement.
Prerequisite(s): MCCG100, HCAS129

MCCG212
ADVANCED ICD DIAGNOSTIC CODING
3 Semester Credit Hours
This course is focused on the advanced application of the ICD-10-CM classification systems. Application-based assignments will be utilized to allow students to demonstrate advanced knowledge of coding conventions, coding principles, and official coding guidelines. Students will use relevant patient information from case studies to assign codes to diagnosis statements and generate physician queries. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to diseases and conditions.
Prerequisite(s): MCCG136 & HCAS143

MCCG222
ADVANCED CPT AND HCPCS II CODING
3 Semester Credit Hours
This course is focused on the advanced application of CPT and HCPCS II classification systems. Application-based assignments will be utilized to allow students to demonstrate advanced knowledge of coding conventions, coding principles, and official coding guidelines. Students will use relevant patient information from case studies to assign codes to diagnosis/procedure statements and generate physician queries. Coding characteristics, conventions, and guidelines will be applied in identifying and accurately assigning codes to diseases, conditions, and procedures.
Prerequisite(s): MCCG136, MCCG145 & HCAS143
Corequisite: MCCG240
MCCG240
EVALUATION AND MANAGEMENT SERVICES
3 Semester Credit Hours
This course involves the study of the evaluation and management services (E/M) clinical classification system for physician/patient encounters. The use and maintenance of electronic applications and work processes supporting classification and coding are discussed. Topics include the assignment of E/M codes based on physician and outpatient encounters, the interpretation of relevant regulations and coding guidelines, and the validation of coding accuracy by comparison with the health record. A working knowledge of E/M coding will be obtained to ensure optimal compliance with current rules and regulations.
Pre-requisites: MCCG136 & MCCG145

MCCG262
PROFESSIONAL CODER PRACTICUM
3 Semester Credit Hours
This course is designed to provide students the opportunity to utilize the knowledge and skills developed throughout the program in a supervised authentic coding practicum experience or a simulated virtual environment. This is an opportunity for students to demonstrate coding competency to professional standards of accuracy, productivity, and reporting. Students will evaluate the accuracy and completeness of the patient record as defined by policy, regulations, and standards, and summarize findings to share with stakeholders. Additionally, students will prepare to sit for the AHIMA Certified Coding Specialist - Physician-based (CCS-P®) certification exam, which assesses mastery-level proficiency in coding.
Prerequisite: Final semester of the degree plan

Natural Science (NSCI)

NSCI280
ECOLOGY
3 Semester Credit Hours (NS)
This course introduces students to environmental science, and examines the human/environmental relationship, fundamental ecological principles, energy resources, human impact on ecosystems, and industry’s impact on ecosystems, natural disasters, and cutting-edge environmental issues.

CHEM101
GENERAL CHEMISTRY
4 Semester Credit Hours (NS)
This course is a survey of general chemistry concepts, including: properties and states of matter, atomic structures and bonding, acid-base concepts, and basic organic chemistry and biochemistry. It will investigate how chemistry applies to medicine, including pharmacology and metabolic processes of the body that influence health and disease.

Network Technology Courses (NETW)

NETW151
ROUTING & SWITCHING IN NETWORKED ENVIRONMENTS
3 Semester Credit Hours
NETW151 introduces students to the foundational knowledge of routing and switching techniques utilized by enterprise networks, including the use of a variety of IP-based protocols and advanced switching technologies. Through lab activities, students will gain experience working with routers, switches, and various IP configurations.
Prerequisite or Corequisite: TECH131 and TECH141

NETW161
NETWORKING WITH THE WINDOWS NETWORK OPERATING SYSTEM
3 Semester Credit Hours
NETW161 prepares students to implement, configure, and administer Microsoft Windows server-based networks. Students will learn how to install and configure server-based software, establish domain controllers, manage users, design and manage the active directory, and implement domain policies in a secure network environment. Through lab activities, students will learn to design, implement, configure, and manage a Windows network that incorporates Windows Server 2012.
Prerequisite or Corequisite: TECH131 and TECH141

NETW171
WIRELESS NETWORKS AND WANs IN THE ENTERPRISE
3 Semester Credit Hours
NETW171 covers wireless networks and technologies for remote computing and networking. Students will gain insight into the requirements of design, installation, and configuration of wireless networks. Topics in this course include wireless and mobile network development and design, wireless protocols and standards, 4G networks, WiFi, Bluetooth, and convergence. Students will also practice troubleshooting connectivity issues associated with wireless networks.
Prerequisite or Corequisite: TECH131 and TECH141

NETW211
NETWORKING WITH THE UNIX/LINUX NETWORKING OPERATING SYSTEMS
3 Semester Credit Hours
NETW211 focuses on the configuration and administration of a Linux-networked environment. Students will learn about adding and configuring directories and users, shell commands, performance monitoring, network security, and device/asset management on a Linux-based network. Through lab activities, students will gain experience with Linux commands and troubleshooting techniques.
Prerequisite or Corequisite: TECH131 and TECH141

NETW241
NETWORK SECURITY AND FORENSIC FUNDAMENTALS
3 Semester Credit Hours
Students in NETW241 will learn about the current trends, threats, and issues with securing organizational data assets. This course provides an in-depth look at various elements of network security topics, including security planning, cryptography, policies, physical security, perimeter defense, security audits, and the implementation and enforcement of network security policy and procedures. Students who are successful in this course will be prepared for the CompTIA Security+ SY0-401 certification exam.
Prerequisite or Corequisite: TECH131 and TECH141

NETW251
NETWORK DESIGN AND IMPLEMENTATION
3 Semester Credit Hours
NETW251 prepares students to evaluate a variety of information technology situations and recommend viable solutions. Students will learn commonly used techniques and best practices, complying with industry standards, to propose resolutions to complex networking problems. Students who have successfully completed this course, as well as all other courses with the NETW course code, will be prepared to take the CompTIA Network+ N10-006 certification exam.
Prerequisite or Corequisite: TECH131 and TECH141
Final Semester
Nursing (NURS)

NURS100
INTRODUCTION TO NURSING
1 Semester Credit Hour
This course introduces the roles and responsibilities of nurses from a historical view to present day. The student is introduced to contemporary nursing practice and health care. Nursing as a profession and the ethical/legal implications are discussed.
Prerequisite: Admission to the Nursing Program

NURS102
FOUNDATIONS OF NURSING PRACTICE
2 Credit Hours
This course introduces the roles and responsibilities of nurses from a historical view to present day. The student is introduced to the nursing process, contemporary nursing practice and health care. Nursing as a profession and the ethical/legal implications are discussed.

NURS103
NURSING FUNDAMENTALS
6 Semester Credit Hours
This course assists with the development of basic nursing skills and introduces the student to identifying the social, cultural, global and ethnic needs of patients and families. This course builds on introductory course information of the practice of nursing and the nursing process. It provides evidence based rationale for safe and effective nursing interventions. Skill attainment is emphasized in the skills laboratory and through clinical experience which focuses on the self-care needs of adults.
Prerequisite: NURS100, BIOL110, ENGL101, MATH103/MATH201
Corequisite: BIOL120, BIOL 210

NURS125
LIFESPAN DEVELOPMENT AND NURSING PRACTICE
3 Credit Hours
The focus of this course is to introduce the concepts of normal growth and development, developmental theories, and strategies for the nurse to consider regarding nursing care of the patient across the lifespan.

NURS202
FAMILY CHILD NURSING
5 Semester Credit Hours
This course includes an introduction to theory and clinical practice of maternal-child health nursing, maternity-nursing care, and care of the pediatric patient. Evidence-based practices will be applied utilizing selected clinical settings across the health-care continuum.
Prerequisite(s): BIOL205, NURS125, NURS211, NURS215

NURS211
MEDICAL SURGICAL NURSING I
6 Semester Credit Hours
This theory and practicum course introduces the student to the role of the medical surgical nurse in acute and chronic care settings. Emphasis is on integrating prior knowledge, developing critical thinking, reasoning and nursing judgment in utilization of the nursing process; application of knowledge of pathophysiology, correlating lab values with patient conditions, relating principles of patient education, and demonstrating application of appropriate nursing interventions according to best current evidence. Clinical activities focus on application of these concepts.
Prerequisites: NURS101, BIOL120, and BIOL210
Prerequisites or Corequisites: NURS215 and BIOL210

NURS215
PHARMACOLOGY FOR NURSES
3 Credit Hours
Concepts related to the safe administration of pharmaceutical agents, and utilization of the nursing process in pharmacology applications, are examined. Expected actions, appropriate assessments and nursing responses related to contraindications, adverse events and co-morbid conditions are discussed, along with evaluation of pharmacologic effectiveness. Concepts related to patient education regarding pharmaceutical agents are applied.
Prerequisites: MATH103/MATH201, BIOL120 (BSN), BIOL210 (ADN) or BIOL213 (BSN), CHEM101 (BSN), NURS103 (ADN)
Corequisites: NURS231 (BSN)

NURS222
GERIATRIC AND MENTAL HEALTH NURSING
5 Semester Credit Hours
This is a theory and practicum course, which builds on the role of the nurse as provider of care and emphasizes the manager of care role for groups of individuals. Clinical activities focus on critical thinking and clinical decision-making skills in the care of geriatric patients and individuals with long-term care, mental health and rehabilitative needs.
Prerequisites: BIOL205, NURS211, NURS215

NURS223
MEDICAL SURGICAL NURSING II
5 Semester Credit Hours
This theory and practicum course gives emphasis to increasing critical thinking and clinical decision-making in the care of clients with increasingly complex health/illness needs. Utilizing the nursing process, the student is expected to integrate previous learning to assist the patient and family in achieving optimal functioning in various complex health care situations and settings. Clinical experiences are focused on assisting the student to transition to the role of the graduate nurse.
Prerequisites: NURS202, NURS222

NURS230
NURSING ISSUES, LEADERSHIP & RESEARCH
3 Semester Credit Hours
The focus of this course is in-depth exploration of clinical leadership and management, current nursing trends, legal/ethical issues in nursing practice, promotion and use of best current evidence. The student will gain an enhanced perspective on the role of the registered nurse.
Prerequisite(s): NURS202
Co-requisite(s): NURS222

NURS231
CONCEPTS BASIC TO NURSING
5 Credit Hours
This theory and practicum course introduces the student to foundational concepts and techniques for the roles of provider of care, member of the profession, and manager/coordinator of care for patients with primary, acute, and restorative care needs. The student will apply knowledge from the sciences and liberal arts as they use the nursing process and evidence based activities and rationales to provide care. Emphasis will be placed on critical thinking and decision-making in both the theoretical and clinical components of the course. Communication, informatics and working with the interdisciplinary team will be emphasized.
Prerequisites: NURS102, BIOL120, BIOL213, CHEM101, NURS125, NURS234, NURS235, MATH103/MATH201
Corequisites: NURS215, NURS232

NURS232
NUTRITION IN HEALTHCARE
2 Credit Hours
A basic understanding of nutrition and its role in disease prevention and treatment is an integral part of providing nursing care. This course provides a basic framework for incorporating nutritional concepts into comprehensive patient care.
Prerequisites: CHEM101, NURS235, BIOL213
Corequisite: NURS231

NURS234
PSYCHOMOTOR SKILLS BASIC TO NURSING CARE
1 Credit Hours
This course provides the student with the opportunity to develop the basic psychomotor skills applicable to the practice of professional nursing. This course builds on the introductory course content of the practice of nursing and the nursing process. It provides evidence-based rationale for nursing actions.
Prerequisite or Corequisite: NURS102
NURS235
HEALTH ASSESSMENT AND INTERPERSONAL COMMUNICATION
3 Credit Hours
This theory course introduces the student to interpersonal communication between the nurse and patient and the steps involved in performing a patient health assessment. Emphasis is on developing critical thinking, clinical reasoning and clinical decision-making in relation to interpersonal and therapeutic communication and determining normal and health alterations. The student will apply content learned in anatomy and physiology.
Prerequisite: BIOL113
Prerequisites or Corequisites: BIOL213, CHEM101, NURS234

NURS236
TRANSCULTURAL NURSING (NURSING ELECTIVE)
3 Credit Hours
The course allows students to explore strategies that lead to increased sensitivity to the needs of patients from diverse cultures. Emphasis will be placed on concepts and theoretical models that define the concept of culture, belief systems, the nurse’s self-awareness, the relationship between culture and traditional health practices, and identification of beliefs, values and practices in relation to health, illness, health seeking behaviors and nursing care.

NURS270
NURSING INTERNSHIP
2 Semester Credit Hours
The focus of this course is to transition from student nurse to graduate nurse, including preparation for the NCLEX-RN license examination upon graduation.
Prerequisite: Final Semester

NURS300
HEALTH ASSESSMENT AND INTERPERSONAL COMMUNICATION
3 Semester Credit Hours
This theory course introduces the student to interpersonal communication between the nurse and client and the steps involved in performing a client health assessment. Emphasis is on developing critical thinking, clinical reasoning and clinical decision-making in relation to interpersonal and therapeutic communication and determining normal and health alterations. The student will apply content learned in anatomy and physiology.
Prerequisite: BIOL113, BIOL213

NURS301
NURSING CARE OF THE ADULT I
5 Credit Hours
This theory and practicum course focuses on the roles of designer, provider, manager/coordinator of care for patients with medical/surgical needs across the lifespan in all settings. Emphasis is on developing critical thinking and clinical decision-making utilizing the nursing process. Ethical, legal, cultural, spiritual, developmental, genetic, and socioeconomic needs will be incorporated in the care of patients. The student will use informatics and communications skills in patient care and with the interdisciplin ary team. Clinical activities focus on application of these concepts.
Prerequisites: NURS231, NUR215

NURS302
GERONTOLOGY NURSING
3 Credit Hours
This course will provide a foundation for the care of the elderly. The theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and the appropriate nursing interventions are discussed. The unique ethical and legal aspects of caring for the elderly are discussed. The course content will provide a sound knowledge base for the practice of gerontological nursing and to cultivate appreciation and respect for the elderly.
Prerequisites: NURS215, NURS231 (except RN-BSN)

NURS303
NURSING CARE OF THE REPRODUCING FAMILY
3 Credit Hours
This course explores the nature and scope of care for the childbearing family and the neonate. The student will use evidence based practices to design nursing care and provide care to families in the community and acute care settings. Ethical, legal, cultural, spiritual, developmental, genetic, and socioeconomic issues will be explored as the nurse meets acute, chronic, and preventative needs.
Prerequisite: NURS301

NURS304
PSYCHIATRIC AND MENTAL HEALTH NURSING
4 Credit Hours
The course examines theoretical approaches to diagnosing, planning, implementing and evaluating the care for persons with major mental illness and personality disorders across the lifespan. Emphasis is placed on the nurse/client relationship, legal and ethical issues, psychopharmacology, and evidence-based treatment modalities. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the multidisciplinary mental health care team. Given the critical role of nurses in all areas of health care, this course will provide students with the critical skills to affect the emotional well-being of all clients regardless of the health care setting.
Prerequisites: NURS301, NURS302 (except RN-BSN)

NURS306
TRANSITION TO PROFESSIONAL NURSING
3 Semester Credit Hours
This course is designed to assist the registered nurse to transition into the role of a baccalaureate prepared nurse emphasizing the roles and responsibilities of the professional nurse. Students will develop a working knowledge of several interrelated concepts such as advanced theoretical concepts, contemporary evidence based nursing practice, functioning as leader and manager of healthcare and ethical/legal implications as a professional nurse. The student will use analysis to make informed clinical decision making, professional judgment, and lifelong learning decisions.
Required RN-BSN, Elective BSN

NURS308
GLOBAL HEALTH STUDIES (NURSING ELECTIVE)
3 Credit Hours
Students will discuss and debate topics that are currently under discussion by policy makers in a variety of global and national agencies, illustrate a scientific methodology that is pertinent to public health in developing countries, and have a significant impact on global health. Disease, social systems and economic factors that affect health and public health will be explored. Students may have a focused clinical exploration experience reflecting a global health issue.
Prerequisites: NURS301, NURS302
Learning is guided through the basic elements of nursing informatics such as use of computers, computer applications, and online resources. The use of health information systems, the electronic health and medical records are discussed with emphasis on confidentiality and security of patient information. Legal and ethical aspects of nursing information are presented. Additionally, the use of nursing informatics in research and nursing management are highlighted.

NURS309
TRANSCULTURAL NURSING
3 Semester Credit Hours
The course allows students to explore strategies that lead to increased sensitivity to the needs of clients from diverse cultures. Emphasis will be placed on concepts and theoretical models that define the concept of culture, belief systems, the nurse’s self-awareness, the relationship between culture and traditional health practices, and identification of beliefs, values and practices in relation to health, illness, health seeking behaviors and nursing care. Required RN-BSN

NURS310
DISASTER PLANNING AND MANAGEMENT
3 Semester Credit Hours
This course explores the principles of disaster planning for hospitals and other health care facilities. Students consider the various types of disasters that must be planned for, learn the six primary phases of disaster response, and examine the possible roles of the nurse in regards to disasters and community emergencies. This course then builds upon that basic understanding and leads students to consider how health care facilities can best plan for disasters. In addition to the broad considerations of both internal and external planning, the specifics of developing a documented disaster plan are demonstrated.

NURS301
NURSING CARE OF THE ADULT II
6 Credit Hours
This theory and practicum course gives emphasis to increasing critical thinking and clinical decision-making in the care of patients with increasingly complex or multi-system health needs. Utilizing the nursing process, the student is expected to integrate previous learning to assist the patient and family in achieving optimal function. Clinical experiences support achievement of these outcomes.
Prerequisite: NURS301

NURS401
NURSING CARE OF CHILDREN & FAMILIES
3 Credit Hours
This theory and clinical practicum course focuses on the integration and synthesis of knowledge from the natural and social sciences, fine arts, and nursing science courses in the provision of family-centered, developmentally-appropriate, and culturally-sensitive nursing care of children and families. Learning experiences in both the classroom and clinical setting (actual, simulated, and/or virtual) provide opportunities to develop a beginning-level competency in providing safe, quality, evidenced-based nursing care of children and families.
Prerequisite: NURS301; NURS303

NURS402
NURSING MANAGEMENT & LEADERSHIP
3 Credit Hours
The focus of this course is in-depth exploration of clinical leadership and management, current nursing trends, legal/ethical issues in nursing practice, promotion and use of research in nursing practice.
Prerequisites: NURS301, NURS302, NURS303, NURS401, NURS402 (except RN-BSN)

NURS403
NURSING IN THE COMMUNITY
4 Credit Hours
The student in this course will provide care for communities and populations in community based sites. The student will explore theory, use of epidemiological models, and application of public health standards incorporating the current economic, political, and social issues. Health promotion strategies are applied with the use of the epidemiology model. Clinical integration provided in a variety of settings help to build professional roles of caregiver, teacher, and manager of care. At the completion of the course students will complete a community assessment and plan.
Prerequisites: NURS301, NURS302, NURS303, NURS401, NURS402 (except RN-BSN)

NURS404
PRINCIPLES OF EMERGENCY NURSING (NURSING ELECTIVE)
3 Credit Hours
This course provides the essential knowledge base required for assessment and initial management of the emergency patient, including performance of select emergency nursing skills. Emphasis is placed on baseline data gathering, prioritization, and management of common emergent conditions.
Prerequisites: NURS301, NURS303, NURS304

NURS405
NURSING RESEARCH
3 Credit Hours
This course introduces students to the concepts of the research process and its application to nursing practice. Students will become familiar with the manner in which notable nursing research has influenced quality nursing practice. Emphasis is placed on students becoming knowledgeable consumers of research has they expand their nursing practice.
Prerequisites: NURS301, MATH309 (except RN-BSN)

NURS470
NURSING PRACTICUM
5 Credit Hours
This course requires the student to integrate activities allowing progression from the role of student to that of novice nurse. The student will participate in both independent and supervised practice activities in preparation for independent practice and licensure.
Final Term
Occupational Therapy (OTAP)

OTAP101
INTRODUCTION TO OCCUPATIONAL THERAPY
2 Semester Credits

This course will introduce the student to the field of occupational therapy and examine the role of the occupational therapist and occupational therapy assistant in health care, community and educational settings. Major topics include the AOTA Code of Ethics and Standards of Practice, the relevance of professional organizations, the varied roles of the OTA, national requirements for credentialing, the importance of professional research and literature, introduction to documentation and how external factors influence the practice of occupational therapy.

Corequisite(s): OTAP120

OTAP102
OCCUPATIONAL THERAPY PROCESS
3 Semester Credits

This course introduces the student to the process of occupational therapy intervention from initial interview through discharge. The students will learn screening and evaluation techniques, how to establish goals, and how to plan, implement and review appropriate interventions. Additional topics include collaboration with the OT, referrals to specialists and education of clients, family members, caregivers, the public and other health professionals.

Prerequisite(s): OTAP101
Corequisite(s): OTAP135

OTAP120
HUMAN OCCUPATIONS
3 Semester Credits

This course will focus on observation and analysis of performance of human occupations in work, play/leisure, and self-care throughout the life span. The impact of social, economic, political, geographic and demographic factors on human occupations will be emphasized. Topics include exploring the dynamics of occupation and activity, analysis of tasks relative to occupation, grading and adapting the environment and the task to maximize success, and utilizing teaching and learning principles to collaborate with clients, families, and other professionals.

Corequisite(s): OTAP101

OTAP135
OCCUPATIONAL THERAPY FIELDWORK I A
1 Semester Credit

This course is the first of two level I fieldwork classes that includes observation and guided practice for application of the occupational therapy process in traditional and emerging practice settings with consideration of the impact of psychological and social factors. Students will be assigned to a different level I setting as they progress in their studies each semester. Students are directly supervised by fieldwork educators or faculty at a hospital, clinic, school or educational facility. Activities and discussion are used to complement practical experiences from off campus sites. The focus of this class will be on observational skills pertaining to assessments and interventions and application of the OT Practice Framework to clinical observations.

Prerequisite(s): OTAP101
Corequisite(s): OTAP102

OTAP201
PSYCHOSOCIAL INTERVENTION
4 Semester Credits

This course will focus on individuals with psychosocial challenges and how they relate to occupation across the lifespan. Topics include the history and philosophy of mental health treatment, clinical features, medical management, assessments and treatment, development of therapeutic use of self, group dynamics, and current issues impacting psychosocial occupational therapy practice.

Prerequisite(s): OTAP102, PSYC120
Corequisite(s): OTAP201, OTAP230, OTAP240, OTAP235

OTAP220
DOCUMENTATION IN OCCUPATIONAL THERAPY
1 Semester Credit

This course emphasizes the importance of appropriate documentation to articulate the distinct value of occupational therapy. Additionally this course introduces the concept of electronic health records. Topics include documentation guidelines and techniques, reimbursement as well as navigation within an electronic medical record and protection of client information.

Prerequisite(s): OTAP102

OTAP230
DEVELOPMENTAL/PEDIATRIC INTERVENTION
4 Semester Credits

Human development is explored with emphasis on occupational performance of typical and atypical individuals from birth through adolescence. Topics include assessment techniques, exploring theory-based treatment approaches, devising interventions for the pediatric population, the roles of the OT and OTA in service delivery for this population and the rights of the pediatric individual.

Prerequisite(s): OTAP102, PSYC111
Corequisite(s): OTAP201, OTAP240, OTAP235

OTAP235
OCCUPATIONAL THERAPY FIELDWORK I B
1 Semester Credit

This course is the final level I fieldwork class that includes observation and guided practice for application of the occupational therapy process in traditional and emerging practice settings with consideration of the impact of psychological and social factors. Students will be assigned to a different level I setting as they progress in their studies each semester. Students are directly supervised by fieldwork educators or faculty. Activities and discussion are used to complement practical experiences from off campus sites. The focus of this class will have the student apply the OT/OTA collaboration process to their observations, begin to assist with data collection/assessment of clients and to apply the principles of human movement to their clinical observations.

Prerequisite(s): OTAP135
Corequisite(s): OTAP201, OTAP230, OTAP240

OTAP240
HUMAN MOVEMENT FOR OCCUPATION
2 Semester Credits

This course will present the basic principles of biomechanics and kinesiology related to human movement and occupational performance. Topics include the interrelationship among the central nervous system, peripheral nervous system and musculoskeletal system, assessment of balance and posture, joint range of motion, manual muscle testing, application of biomechanical principles, and analysis of functional movement required for work, play and self-care. The course will also address concepts related to orthotic and prosthetic devices.

Prerequisite(s): OTAP101, OTAP102, BIOL213
Corequisite(s): OTAP201, OTAP230, OTAP220, OTAP235
OTAP245  
PHYSICAL DISABILITY INTERVENTION  
4 Semester Credits  
This course emphasizes the application of occupational therapy process for persons with physical disabilities secondary to neurological, musculoskeletal and congenital disorders. Topics include incorporation of -theories, work simplification techniques, energy conservation, physical agent modalities, and proper use of body mechanics.  
Prerequisite(s): OTAP102, OTAP240  
Corequisite(s): OTAP250

OTAP250  
ADAPTIVE INTERVENTIONS  
3 Semester Credits  
This course introduces the student to assistive technologies and adaptive devices designed to improve mobility and occupational performance. Topics will include computerized as well as non-computerized technologies, adaptation of devices and the environment.  
Prerequisite(s): OTAP102, OTAP240  
Corequisite(s): OTAP245

OTAP252  
PROFESSIONAL ISSUES IN OCCUPATIONAL THERAPY  
1 Semester Credit  
This course will examine the importance of professionalism in OT, the role of regulatory agencies and the use of professional literature and research to keep the profession and the practice of OT current. Topics include the effective use of professional literature, understanding requirements for credentialing, practice management, effective and professional communication, and the importance of on-going professional development. This course will support students in their fieldwork experiences.  
Prerequisite(s): OTAP101  
Final Semester

OTAP271  
OCCUPATIONAL THERAPY FIELDWORK LEVEL II B  
6 Semester Credits  
Eight weeks of supervised clinical experience applying occupational theory, skills and concepts. Students will use the occupational therapy process while developing and practicing the skills of an entry-level OTA. Students are assigned to an off-campus setting working with individuals that offers a diversity of experience from that offered in Level II fieldwork A. Students are responsible for transportation.  
Prerequisite(s): OTAP245, OTAP250, FINAL SEMESTER

Paralegal (PLEG)  
PLEG100  
INTRODUCTION TO LEGAL STUDIES  
3 Semester Credit Hours  
This course includes an introduction to the American legal system with emphasis on the organization of the federal and state government and court systems, and the procedural steps involved in litigating a dispute. Students will be introduced to legal ethics, legal research, critical thinking, and legal reasoning skills. The role of paralegals will be examined. The course also surveys substantive areas of law including torts, contract law, property & estate law, business law, family law, and criminal law and procedure.  
Prerequisite or Corequisite: INFT124

PLEG110  
CONTRACT LAW  
3 Semester Credit Hours  
This course is designed to provide students with basic knowledge regarding contract law, from the formation of a contract to the remedies available when a breach of contract occurs. This is a survey course that will introduce students to the required elements of a contract and afford students the opportunity to draft an enforceable contract. In addition to common law principles governing contract law, students will study the statutory laws affecting contract law, such as the Statute of Frauds and Uniform Commercial Code. The effects of e-commerce on contract law will also be examined.  
Prerequisite or Corequisite: PLEG100

PLEG120  
CIVIL LITIGATION  
3 Semester Credit Hours  
Civil litigation is a process by which private disputes of opposing parties are adjudicated by a neutral third party who has the power to render a decision of resolution. In this class, students will learn the unique characteristics of the civil litigation process, including investigating claims and case evaluation, preparing and filing pleadings, gathering evidence during the discovery phase, and engaging in all phases of trial, including pre- and post-phases. Students will be exposed to modern challenges in the civil litigation practice including ethical violations, the effect of entertainment on the industry, and the use of social media tools to gather evidence. Finally, students will be exposed to the process of e-discovery and e-filing.  
Prerequisite or Corequisite: PLEG100

PLEG135  
LEGAL RESEARCH AND WRITING I  
3 Semester Credit Hours  
This course is designed to provide students with the basic legal research and writing skills essential for entry level success in the legal profession. Students are introduced to the fundamental techniques of legal research, writing, and analysis—essential tools of the legal profession. Since learning legal research & writing requires a guided hands-on approach, students are provided opportunities to research legal issues, synthesize cases, frame legal arguments, analyze legal problems, and draft appropriate legal writings to communicate their findings. In addition to learning traditional research methods, students are also trained to use computer-assisted legal research.  
Prerequisite or Corequisite: PLEG100, INFT124

PLEG140  
LAW OFFICE MANAGEMENT AND TECHNOLOGY  
3 Semester Credit Hours  
This course focuses on approaches to the organization and efficient operation of the law office from a legal management perspective, with concentration on the technical and administrative skills required in the legal profession. Students will develop an understanding of the fundamentals of management to comprehend the processes of decision-making, problem solving, and interpersonal communication within the legal profession. The functionality of a law office will be discussed regarding legal fees, timekeeping, billing, financial management, managing the client funds trust account, file and records management and docket control systems. Utilization of technology and the essential improvement of technical skills in the law office are emphasized.  
Prerequisite: INFT124
PLEG210 DOMESTIC LAW RELATIONS
3 Semester Credit Hours
This course is designed to provide students an overview of the laws involving domestic relationships, with emphasis on marriage, marital dissolutions, property division and distribution, custody, child support, paternity and other legal issues affecting domestic partners and children. Through in-depth study of this material, students will gain an understanding of the responsibilities of the legal professional in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area.
Prerequisite: PLEG110

PLEG220 TORTS AND REMEDIES
3 Semester Credit Hours
Tort law is the area of civil law that governs private injuries and harms. The study of tort law examines negligence (unintentional torts), intentional torts (such as battery), and strict liability. In this course, students will engage in an in-depth examination of the required elements of these torts and the applicable defenses to each tort. Students will study the remedies available to redress these civil wrongs, the liability of principals and agents, corporate tort liability, governmental liability and immunity and other tort related subjects. Building on PLEG 120, students will recall and utilize civil procedural rules how they apply in a civil litigation case. Students will develop a civil litigation trial notebook for a tort case. Students will gain understanding of the relevance of tort law to everyday life.
Prerequisite: PLEG100

PLEG230 CRIMINAL LAW AND PROCEDURES
3 Semester Credit Hours
Criminal Law and Procedure a course in which both substantive law and the procedural rules are studied and examined. In the process of the study of criminal law, students will examine the differences in definitions, classifications, elements and defenses of crime. In the study of criminal procedure students will examine the constitutional rights of the accused. This will be a hands-on class where students will prepare pleadings, engage in the discovery process and prepare for all phases of the trial and appellate process.
Prerequisite: PLEG100

PLEG235 LEGAL RESEARCH AND WRITING II
3 Semester Credit Hours
This course is designed to provide students with a more detailed examination of the legal research and writing skills essential for success in the legal profession. Students will build upon the basic knowledge and skills introduced in the PLEG 135 course to further develop their legal research, writing, and analysis abilities. Students will continue to engage in guided hands-on learning activities to research legal issues, synthesize cases, frame legal arguments, analyze legal problems and draft appropriate legal writings, but the process will result in more independent work-product. Students will develop a deeper proficiency towards using both traditional and electronic research tools to complete the assigned tasks.
Prerequisite: PLEG135

PLEG250 ESTATE PLANNING: WILLS, TRUSTS, AND PROBATE
3 Semester Credit Hours
This course is designed to provide students an overview of estate planning with particular emphasis on the law of wills, trusts, and probate. Through in-depth study of this material, students will learn how the law of estate planning interrelates with other areas of law and will gain an understanding of the responsibilities of the paralegal in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area and learn strategies to avoid the appearance of impropriety and unauthorized practice of law when dealing with the day-to-day operations of a legal practice setting.
Prerequisite: PLEG100

PLEG255 BUSINESS ORGANIZATIONS LAW
3 Semester Credit Hours
This course is designed to provide students an overview of business organizations, with an emphasis on sole proprietorships, corporations, partnerships, professional corporations, and limited liability entities. Through in-depth study of this material, students will learn how these business entities are legally formed, operated and dissolved, and will gain an understanding of the responsibilities of the paralegal in this area of law. Through multiple hands-on drafting projects, students will develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area, with focus on an internal business-entity law department as well as a private practice setting representing business entities and governmental law departments that deal with business entities.
Prerequisite: PLEG110

PLEG290 REAL PROPERTY LAW
3 Semester Credit Hours
This course is designed to provide students with a fundamental comprehension of the concepts and working terminology of real property law, including but not limited to disclosure obligations and regulations affecting brokers, sales people and owners. Students will analyze and apply the real property law to buying, selling, leasing and financing real estate. This course includes an overview of the general laws of land such as ownership and transactions, including rights and interests in land; forms of ownership and methods of title transfer; title examinations and insurance; parties to a real estate transaction; the sales agreement and contract; real estate finance including appraisals and mortgages; the owner-broker relationship; deeds and indentures; real property descriptions; the closing and settlement process; and post-settlement activities. This course will equip students with tools needed to provide support with the process of a real estate transaction and the documentation involved.
Prerequisite: PLEG110

PLEG295 BANKRUPTCY LAW
3 Semester Credit Hours
This course is designed to provide students an overview of bankruptcy law with particular emphasis on how bankruptcy stands as a remedy for both debtors and creditors. Through in-depth study of this material, students will learn about the sources of current bankruptcy law, the persons involved in the bankruptcy process, and the forms of bankruptcy filings and how to select the best option for client. This course will place an emphasis on understanding the paralegal’s role throughout the bankruptcy process and will provide the student with an opportunity to engage in multiple hands-on drafting projects to develop the professional skills necessary to support attorneys practicing in this field. Finally, students will evaluate the many ethical issues that arise in this practice area and learn strategies to avoid the appearance of impropriety and unauthorized practice of law when dealing with the day-to-day operations of a legal practice setting.
Prerequisite or Corerequisite: PLEG100
Philosophy (PHIL)

PHIL222
ETHICS IN HEALTH & HUMAN SERVICES
3 Semester Credit Hours (HU)
This course addresses introductory concepts and basic issues in health-care ethics. The topics include but are not limited to decision-making, professionalism and advocacy, confidentiality, truth-telling and informed consent.

PHIL250
PRACTICES IN ANALYTIC REASONING & CRITICAL THINKING
3 Semester Credit Hours (HU)
Explore and analyze contemporary topics using analytic methods and metacognitive strategies. Emphasis is on the application of these strategies within the dynamic communities of college, career and life. Students complete a career based ethical controversy research paper.
Prerequisite: ENGL101 or ENGL202

PHIL271
ETHICS (HU)
3 Semester Credit Hours
In this course, students will be equipped with the knowledge, skills and strategies to develop an ethical corporate culture. Ethical dilemmas across various professions (business, medical, legal etc.) will be examined to develop sound practices to solve them. Studies of ethical reasoning, integrity, objectivity, independence, core values and professional issues will be analyzed.

PHIL30
LOGIC AND REASONING
3 Semester Credit Hours (HU)
In this course students study the rules of argument, inductive and deductive reasoning, the recognition of formal and informal fallacies, and the application of logical thinking at work and social settings.

PHIL317
TOPICS IN ETHICS: PHILOSOPHY AND RELIGION
3 Semester Credit Hours (HU)
This course introduces students to the fundamental issues of philosophy, religion, and ethics, with special attention focused on how the contemporary professional can effectively apply philosophical principles in the business arena.

Pre-College Success (Misc. Prefixes)

ENGL079
PRE-COLLEGE ENGLISH
3 Semester Credit Hour Equivalent
This course prepares students to read and write for college study and the workplace. In addition to learning reading comprehension strategies, students will use the writing process to organize their thoughts and write clearly with few errors. Students will also learn how to develop paragraphs and correct their errors in grammar, mechanics, and tone. Finally, this course will provide students with study skills necessary for college success.

MATH077
PRE-COLLEGE MATH
3 Semester Credit Hour Equivalent
This course improves students' mathematical abilities essential for life and college-level study. In addition to reviewing basic mathematical operations, students will focus on solving workplace and personal math problems that require them to interpret charts and graphs and apply measurement concepts. Students will also learn how to successfully interpret and solve word problems. Finally, this course will provide students with study skills necessary for college success.

ILLUSTRATION

Physical Therapist Assistant (PTAP)

PTAP101
INTRODUCTION TO PHYSICAL THERAPY
2 Semester Credit Hours
This course introduces the history of the profession of physical therapy, the American Physical Therapy Association, the Standards of Ethical Conduct for the Physical Therapist Assistant, and the APTA Guide for Professional Conduct. The role of the PTA, PT and other healthcare providers is explored with emphasis on supervision and collaboration. Professional behavior is discussed including the importance of conduct that reflects not only a commitment to patients but to other professionals. Other topics include specialty areas of practice, effective communication, understanding patient diversity, confidentiality, legislation, and an introduction to appropriate documentation. Medical terminology as it applies to physical therapy is introduced and established as a foundation for future learning.

PTAP102
FUNDAMENTALS OF PHYSICAL THERAPY
3 Semester Credit Hours
This course introduces the traditional approaches of physical therapy assessment, therapeutic exercise and methods of rehabilitation from initial evaluation through discharge. Students will learn how goals and treatment plans are developed by the physical therapist. Additional topics include collaboration with the PT, referrals to specialists and education of clients, family members, caregivers, the public and other health professionals. Techniques regarding patient positioning, transfers and ambulation assistance are presented with emphasis on safe performance of these activities through the use sound judgment and proper risk management techniques. First aid and CPR training will also be completed.
Prerequisite: PTAP101

PTAP111
KINESIOLOGY
3 Semester Credit Hours
This course will present the basic principles of biomechanics and kinesiology related to human movement. Emphasis will be on musculoskeletal anatomy as it provides a foundation for understanding human movement in exercise and daily activities. Anatomical landmarks are stressed as students prepare to apply theory and technique to range of motion measurements. Biomechanical principles as they relate to manual muscle testing, stretching exercises, respiratory physical therapy and gait are also explored.
Prerequisite: PTAP101
Corequisite: PTAP120, PTAP130
PTAP120 MOTOR DEVELOPMENT AND AGING
2 Semester Credit Hours
This course explores the biological changes that occur in humans across the lifespan. It studies typical development and reflexes and how deviation from this applies to physical therapy assessment and intervention. Emphasis will focus on identifying both gross and fine motor milestones and how these are related to development as well as considerations for the older adult in regards to assessment and intervention. Motor development and its application to functional training as well as human locomotion will also be explored.
Pre-requisite: PTAP101; Corequisite: PTAP111, PTAP130

PTAP130 CLINICAL MEDICINE/PHARMACOLOGY
2 Semester Credit Hours
This course focuses on the management of commonly seen medical and surgical conditions seen in physical therapy. Emphasis will include medical, orthopedic and pharmacological management of conditions resulting from disease, injury or surgery.
Pre-requisite: PTAP101; Corequisite: PTAP111, PTAP120

PTAP201 PHYSICAL THERAPY MODALITIES
2 Semester Credit Hours
This course will allow students to apply evidence-based theory and principles as well as practice the technical skills necessary to use physical agents in practice. The basic principles behind the use of cold, thermal, radiant, sound, electrotherapy and hydrotherapy modalities are explored. Therapeutic massage, traction and biofeedback techniques are also studied. Compression therapy and wound care, including sterile technique and standard precautions, are also introduced.
Pre-requisite: PTAP102; Corequisite: PTAP202, PTAP210

PTAP202 DATA COLLECTION
3 Semester Credit Hours
This course introduces the principles and methods of objective measurement skills used by the physical therapist assistant and physical therapist. Emphasis is placed on assessment and documentation of mental status, strength, range of motion, posture, skin integrity, pain, and basic cardiopulmonary evaluation. The importance of assessment as it relates to development and implementation of a treatment plan is stressed.
Pre-requisite: PTAP102; Corequisite: PTAP210

PTAP210 THERAPEUTIC EXERCISE
3 Semester Credit Hours
This course prepares students to implement and document therapeutic exercises under the supervision of a physical therapist. The basic principles and techniques of therapeutic exercise, including the application of theory are stressed when continuing, modifying or discontinuing exercise-based interventions. The concept of conditioning is introduced and students will develop exercise plans that include stretching, strengthening, posture, balance, coordination and gait locomotion activities for patients with both medical and surgical conditions.
Pre-requisite: PTAP102; Corequisite: PTAP202

PTAP225 PHYSICAL THERAPIST ASSISTANT CLINICAL INTERNSHIP IA
1 Semester Credit Hour
This course includes observation and guided practice for application of the physical therapy process as it relates to physical therapist assistants in a local healthcare setting. Students are directly supervised by clinical educators or faculty at a hospital, clinic, school, rehabilitation or educational facility. In-class activities and discussion are used to complement practical experiences off campus sites. Students are asked to describe both observed interventions and apply knowledge and skills learned in PT. Data Collection to clinical observations. Students are responsible for their own transportation to the sites.
Pre-requisite: PTAP102; Corequisite: PTAP201, PTAP202, PTAP210

PTAP230 NEUROLOGICAL/NEUROMUSCULAR REHABILITATION
2 Semester Credit Hours
This course focuses on specialized rehabilitation techniques in patients suffering from neurological conditions such as stroke, spinal cord injury and multiple sclerosis or neuromuscular conditions such as muscular dystrophy, amyotrophic lateral sclerosis and spinal muscular atrophy. Appropriate exercise routines are further explored including identification of indications, precautions and contraindications with emphasis on safety and modification of treatment as needed.
Pre-requisite: PTAP202, PTAP210; Corequisite: PTAP240

PTAP235 PRACTICE MANAGEMENT
1 Semester Credit Hour
This course explores the skills necessary for day-to-day administration and management of a physical therapy practice. Important topics include current trends, time management, quality assurance as well as legal and ethical considerations in everyday practice. Proper documentation and appropriate reimbursement procedures will be covered in detail including introduction of electronic health records.
Pre-requisite: PTAP102

PTAP236 PROFESSIONAL ISSUES IN PHYSICAL THERAPY
1 Semester Credit Hour
This course will examine the importance of professionalism in PA, the role of credentialing agencies and the use of professional literature and research to keep the profession and the practice of physical therapy current. Topics include the effective use of professional literature, understanding requirements for credentialing, effective and professional communication, educational responsibilities, liability considerations and the importance of ongoing professional development.
Pre-requisite: PTAP102

PTAP240 PHYSICAL THERAPY INTERVENTIONS
3 Semester Credit Hours
This course emphasizes understanding the plan of care developed by the physical therapist and the implementation of appropriate interventions designed to reduce pain, improve mobility and restore function in different settings such as acute care, long-term care and sports medicine facilities. Modification of the treatment plan based on report of changes in the patient’s clinical status is stressed. Considerations for the physical environment are introduced and the importance of patient, family and caregiver education is emphasized. The principles of wound care management are also studied.
Pre-requisite: PTAP201, PTAP202, PTAP210; Corequisite: PTAP230, PTAP245

PTAP245 ORTHOPEDICS AND MUSCULOSKELETAL REHABILITATION
4 Semester Credit Hours
This course focuses on specialized rehabilitation techniques in patients suffering from orthopedic conditions and surgical procedures that result in musculoskeletal dysfunction. This course also explores the assistive, supportive, and protective devices used in the rehabilitation process. Emphasis will be on orthotics, prosthetics, wheelchairs and other assistive devices used during gait and activities of daily living. Appropriate exercise routines are introduced including identification of indications, precautions and contraindications with emphasis on safety and modification of treatment as needed.
Pre-requisite: PTAP202, PTAP210; Corequisite: PTAP230, PTAP240

PTAP260 PHYSICAL THERAPIST ASSISTANT CLINICAL INTERNSHIP IB
1 Semester Credit Hour
This course includes observation and guided practice for application of the physical therapy process as it relates to physical therapist assistants in a local healthcare setting. Students are directly supervised by clinical educators or faculty at a hospital, clinic, school, rehabilitation or educational facility. In-class activities and discussion are used to complement practical experiences from off campus sites. Students are asked to apply knowledge and skills learned in PT. Interventions and Orthopedics and Musculoskeletal Rehabilitation as well as the PT/PTA collaboration process to clinical observations. Students are responsible for transportation.
Pre-requisite: PTAP225; Corequisite: PTAP240, PTAP245
6 Semester Credit Hours

CLINICAL INTERNSHIP IIB
PHYSICAL THERAPIST ASSISTANT
PTAP271

7.5 weeks of full-time, supervised clinical experience applying physical therapist assistant skills and concepts. Students will now apply the knowledge, skills and behaviors obtained in the classroom and laboratory in a health care setting. Data collection and interventions will be carried out under the supervision of a physical therapist or physical therapist assistant which will allow students the opportunity to improve their clinical and technical skills. Students are assigned to an off-campus setting working with patients in acute care, long-term care or specialty care facilities. Students are responsible for transportation.
Prerequisite: PTAP260

PTAP270
PHYSICAL THERAPIST ASSISTANT
CLINICAL INTERNSHIP IIA

6 Semester Credit Hours

7.5 weeks of full-time, supervised clinical experience applying physical therapist assistant skills and concepts. Students will now apply the knowledge, skills and behaviors obtained in the classroom and laboratory in a health care setting. Data collection and interventions will be carried out under the supervision of a physical therapist or physical therapist assistant which will allow students the opportunity to improve their clinical and technical skills. Students are assigned to an off-campus setting working with patients in acute care, long-term care or specialty care facilities. Students are responsible for transportation.
Prerequisite: PTAP270

Psychology (PSYC)

PSYC101 PRINCIPLES OF PSYCHOLOGY
3 Semester Credit Hours (SS)
This course provides students with an introduction to psychology and the science of human behavior. Students are exposed to concepts, terminology, principles, and theories foundational to the discipline. Featured topics include research methods, reasoning and thinking practices, developmental and social psychology as they relate to the workplace.
Prerequisite(s): PSYC101

PSYC111 DEVELOPMENTAL PSYCHOLOGY
3 Credit Hours (SS)
This course explores the concepts and theories of human development throughout the lifespan. The biological, cognitive and social/emotional domains will be studied beginning with prenatal development and extending throughout life, ending with dying and death.
Prerequisite(s): PSYC101

PSYC120 ABNORMAL PSYCHOLOGY
3 Credit Hours (SS)
In this course, students will study the theories and descriptions related to disorders of behavior, emotion and thought. Techniques in diagnosis and treatment of these disorders will also be explored.
Prerequisite(s): PSYC101

PSYC310 ORGANIZATIONAL PSYCHOLOGY
3 Semester Credit Hours (SS)
This course applies general psychological principles and research to study the individual in organizational, workplace settings. Research-based principals and methods are utilized to study a variety of topics important to the understanding of human behavior in career settings. Emphasis is upon the interactive effects of situational and individual variables as they influence organizational behavior. Students will learn how principal theories and empirical findings from research in organizational psychology are used to improve employee performance and satisfaction.
Prerequisite: PSYC101

Social Science (SOSC)

SOSC102 PRINCIPLES OF SOCIOLOGY
3 Semester Credit Hours (SS)
Students are introduced to sociological principles through exploring the relationship between the individual, attitudes, behavior and the community. This includes the contemplation of issues like race, gender, class, sex, and age, as well as organizational infrastructures and their tendencies towards power, authority, and status.

SOSC115 CAREER DEVELOPMENT I – THEORY & PRACTICE
3 Semester Credit Hours
This course introduces learners to the theories underlying career and adult development. Students will explore the impact environmental and social factors have on career choices and the workplace. Students are also guided through a reflective process to inform career plans and decisions for personal and professional growth.
Prerequisites: INF124, COMM104

SOSC116 CAREER DEVELOPMENT I – THEORY & PRACTICE
3 Semester Credit Hours (ONLINE ONLY) (SS)
This course introduces learners to the theories underlying career and adult development. Students will explore the impact environmental and social factors have on career choices and the workplace. Students are also guided through a reflective process to inform career plans and decisions for personal and professional growth.

SOSC218 ETHICS IN SOCIAL & DIGITAL COMMUNITIES
3 Semester Credit Hours (SS)
This course provides an examination of technology and new media. Particular emphasis is placed on present-day ethical problems raised by the ever increasing prevalence of technology, social media, and mass media in professional and personal life. Students will consider the social, capital, and moral aspects of new media, as well as the rights, duties, motivations, and consequences of social networking services. Finally, students will explore the impact of social media on societal, political, and informational practices of individuals and organizations.
**SOSC225**
**CAREER DEVELOPMENT II – THEORY & PRACTICE**
3 Semester Credit Hours (SS)

In this course students will review career development theory as it relates to the decision-making and planning processes. Students will consider their competencies and behaviors when searching for internship and career entry positions. Learners will process feedback on their self-marketing techniques and input regarding career development practices.

Prerequisite: SOSC115 (Except MATG, MCCG)

**SOSC226**
**CAREER DEVELOPMENT II – THEORY & PRACTICE**
3 Semester Credit Hours (Online Only) (SS)

In this course students will review career development theory as it relates to the decision-making and planning processes. Students will consider their competencies and behaviors when searching for career entry positions. Learners will process feedback on their self-marketing techniques and input regarding career development practices.

Prerequisite: SOSC116

**SOSC301**
**INTERPERSONAL RELATIONS AND GROUP DYNAMICS**
3 Semester Credit Hours (SS)

This course focuses on the dynamics of groups and interpersonal relationships within the work setting. Small group theory and research form the basis for the study of professional communication and group decision-making skills. Students develop a clearer understanding of their own behavior and how it affects others in the workplace.

**SOSC330**
**COMPARATIVE POLITICS**
3 Semester Credit Hours (SS)

This course serves as an introduction to the comparative study of political behavior and institutions in various European and Third World countries. The American democratic political system is used as a consistent point of comparison throughout the course. Further, this course illustrates the interrelationship between politics and economics from a comparative perspective, by exploring the philosophical underpinnings of these political systems.

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**Technology/Computing Courses (TECH/INFT)**

**INFT231**
**CLOUD COMPUTING**
3 Semester Credit Hours

This course provides students a comprehensive view of cloud computing technologies. Students will learn about various cloud technologies, methods, and principles. Students will also examine organizational structures for possible outsourcing to cloud-based vendors for software, infrastructure, and platforms. Additionally, students will gain insights into cloud computing best practices and migration strategies.

**Prerequisite:** INFT124

**TECH100**
**BUSINESS INFORMATION SYSTEM PRINCIPLES**
3 Semester Credit Hours

This foundational course provides an introduction to information systems and its role in business. Students will learn fundamental topics on information system technologies, business applications, systems development, and IT ethics commonly used in business.

**Prerequisite:** INFT124 (Except NETW, ITAD)

**TECH131**
**HARDWARE AND OPERATING SYSTEMS**
3 Semester Credit Hours

TECH131 is a foundational course for students looking to enter the field of Information Technology or Security Technology. This course focuses on personal computer hardware, including desktop operating systems, mobile devices, and basic network connectivity. Students will be introduced to troubleshooting desktop and simple network-related issues. Students who successfully complete this course will be prepared to take the CompTIA A+ 220-901 certification exam.

**Prerequisite or Corequisite:** TECH100

**TECH141**
**SOFTWARE AND OPERATING SYSTEMS**
3 Semester Credit Hours

TECH141 is an introductory course to network technologies utilized by organizations in the 21st century workplace. This course focuses on the foundational elements of networking, including network topologies, protocols (primarily TCP/IP), network media, network devices, wireless and remote connectivity, and basic security techniques. This course also covers several operating systems elements, including securing, installing, configuring, and troubleshooting Microsoft Windows and other popular operating systems. Successful completion of this course will prepare students for the CompTIA A+ 220-902 certification exam.

**Prerequisite or Corequisite:** TECH100

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**Virtual Office Information Management (VOIM)**

**VOIM108**
**OFFICE APPLICATIONS – WORD PROCESSING & KEYBOARDING**
3 Semester Credit Hours

In this course, students will learn how to perform advanced information processing tasks using Microsoft Word. Students will also practice their keyboarding skills through timed tests and apply this learning to complete assignments in a timely manner.

**Prerequisite:** INFT124

**VOIM111**
**OFFICE APPLICATIONS - PRESENTATIONS & PUBLISHING**
3 Semester Credit Hours

Students develop proficiency in using desktop publishing and Power Point software to create a variety of business applications. Students will work collaboratively to develop, create, edit and present projects that incorporate the use to technology in developing business solutions. Students will learn how to develop documents incorporating graphics and documents from other software applications for use in designing business applications such as presentations, flyers, brochures, and newsletters. Students will learn the core knowledge and skills assessed in the MOS (Microsoft Office Specialist) Certification Exam for power point.

**Prerequisite:** INFT124

**VOIM112**
**OFFICE APPLICATIONS - SPREADSHEETS & DATABASES**
3 Semester Credit Hours

Students explore the more advanced concepts utilized in spreadsheet and database technology. A continuation of the students’ proficiency development using the integrated office suite is accomplished through the application of advanced skills. Students will be prepared to take the Microsoft Office Specialist (MOS) Certification Exams for Excel and Access.

**Prerequisite:** INFT124

**VOIM120**
**21ST CENTURY OFFICE PROCEDURES**
3 Semester Credit Hours

This course is an introduction to administrative office management skills utilizing current technology. Emphasis is on providing an historical overview of the roles and responsibilities of executive administration in both a real and virtual environment. Students will utilize information processing simulation and production assignments to demonstrate workplace competencies in the areas of equipment operation, file management, mail systems, phone/telephony telecommunication skills, event planning, travel and conferencing, finance, correspondence, and interpersonal relations.
VOIM230
MOBILE COMMUNICATION MANAGEMENT I
3 Semester Credit Hours
In this course students will be introduced to the fundamentals of virtual communication in the business world including an historical overview. Students will be exposed to the role and function of business network systems, home networks and wireless systems, with an emphasis upon the basic technical skills needed in designing, managing and securing home/small business networks. Students will learn essential business communication and management tools including mobile devices, software applications and personal information managers. Students will learn how individuals use technology to organize their day to day information needs in order to acquire, organize, maintain, retrieve and use information items to fulfill professional responsibilities, specifically with the goal of making the best use of limited resources.
Prerequisite: INFT123/INFT124

Workplace Readiness
(Miscellaneous Prefixes)
CAPS265
CAREER DEVELOPMENT III – CAPSTONE
(Online Only)
3 Semester Credit Hours
Capstone courses are culminating, comprehensive academic experiences. Students apply the theory and critical concepts that define their major areas of concentration in an authentic assessment, dedicating approximately 90 hours to the synthesis of the knowledge of their discipline area. Students will also dedicate approximately 45 hours to lectures, seminars, assessment, and the professional portfolio.
Prerequisite or Corequisite: SOSC226

ENGL102
RESEARCH & WRITING FOR THE WORKPLACE
3 Semester Credit Hours
This course is an introduction to the writing process and the formulation of appropriate workplace communication, as well as the essentials of essay writing. Instruction in effective academic and career reading strategies are introduced, along with basic information literacy skills to retrieve, evaluate, and appropriately use the ideas of others.
Prerequisite: Placement or ENGL079
Prerequisite or Corequisite: INFT124 (except NETW, ITAD)

INFT124
COMPUTING SKILLS
3 Semester Credit Hours
This course introduces students to the basic use of computer hardware and software, electronic communication, and the Internet. Students will develop and utilize their technical knowledge, skills, and abilities in working with office technology in order to efficiently perform tasks and complete projects for contemporary academic, professional, and personal use. Students will apply fundamental theoretical, analytical, and problem solving strategies to advance their understanding of computer literacy.
Corequisite: COMM104 (except NETW and ITAD)

MATH101
WORKPLACE MATHEMATICS
3 Semester Credit Hours
This course will help students learn and apply concepts relating to various workplace situations. Learners will gain a fundamental understanding of the connectivity across course disciplines that incorporate numerical calculations, ratios, proportions, percent, measurement, algebraic concepts, and the ability to visually communicate numerical information.
Prerequisite: Placement or MATH077
Prerequisite or Corequisite: INFT124 (except NETW, ITAD)

NTRN270
CAREER DEVELOPMENT III – INTERNSHIP
3 Semester Credit Hours
The internship provides students with valuable field experience under the supervision and evaluation of a cooperating facility and the College. Students apply knowledge and skills gained in the career program for 90 hours at the host site. Students also dedicate 45 total hours for program coordination purposes, evaluation of the internship experience, and refinement of their portfolio.
Prerequisite: SOSC225

VLEX100
VALIDATED LEARNING EXPERIENCE – ASSESSMENT THEORY AND ARTIFACTS
3 Semester Credit Hours
This course equips students with the necessary knowledge and skills to identify areas of prior learning for college-level equivalency through prior learning assessment. Using a modelled approach, students will be guided through the processes of compiling a portfolio to demonstrate prior learning for evaluation to LearningCounts. The theoretical underpinnings and methodologies to unearth and exhibit prior learning are a major focus.

BLSM001
BLENDED LEARNING SEMINAR
Prior to taking their first Blended Learning course the student must complete a short-duration seminar featuring an introduction to the accelerated session format, participate in face-to-face and virtual instructional experiences, and utilize the technology and resources within the learning management system before accessing the initial blended learning course.
Fraud Prevention

The College has established a fraud prevention communication approach similar to aspects of Sarbanes – Oxley Legislation. As part of our effort to ensure fraud prevention, a member of our Board of Directors, Mr. Gary Brost, will serve as the College’s operationally independent point of contact for the reporting of fraudulent acts. Mr. Brost may be contacted via email at gbrost@sihi.net.

Organization

Bryant & Stratton College is an independent coeducational postsecondary education institution. The campuses in New York and Ohio are incorporated under the laws of the state of New York. The College also operates campuses in the State of Virginia under the subsidiary of Bryant & Stratton College Corporation and campuses in the state of Wisconsin under the subsidiary of Stratton Educational Corporation. The System Office is located in Getzville, New York. The following serve as the Directors and Officers of Bryant & Stratton College, Inc. and its subsidiaries:

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