

# 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

### Racine

1320 Warwick Way  
Mount Pleasant, WI 53406  
Telephone 262-200-7090

### Wauwatosa

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

# Official Catalog

## May 2018



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](http://www.bryantstratton.edu). Students should retain an electronic copy of this catalog for their records.

**Bryant & Stratton College is an equal opportunity  
educator and employer.**

Bryant & Stratton College does not discriminate on the basis of age, race, ethnicity, national origin, color, religion, disability, sexual orientation, marital status, veteran's status, sex or perceived gender identity in the educational programs and activities it operates. This policy is in compliance with Title IX of the Educational Amendments of 1972.

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## 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 1854, 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 1960s 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 (MSA), 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 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. [www.msche.org](http://www.msche.org) 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 and registered by their respective State Education Departments:

- New York State Board of Regents
- Ohio Departments of Higher Education
- Ohio Board of Nursing
- State Council of Higher Education for Virginia (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](http://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 Occupational 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.

For more details on Academic Program Disclosures visit the College's website at <https://www.bryantstratton.edu/pdf/AcademicDisclosures.pdf>.

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.caahep.org](http://www.caahep.org)), on recommendation of the Medical Assisting Education Review Board (MAERB).

Commission on Accreditation of Allied Health Educational Programs  
contact information (CAAHEP):  
25400 US Highway 19 North, Suite 158  
Clearwater, FL 33763  
(727) 210-2350  
[www.caahep.org](http://www.caahep.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 Eastlake and Parma campuses as one program. The Ohio Board of Nursing views the Akron Campus as a stand-alone program. Parma/Eastlake and Akron are on provisional approval from the BON.

The Wauwatosa, Bayshore, and Racine campuses are viewed as one program by the Wisconsin Board of Nursing.

The A.D.N nursing program at the Virginia Beach and Hampton campuses have 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 accredited by the Accreditation Commission for Education in Nursing (ACEN).

Bryant & Stratton College's Licensed Practical Nurse program is located in Akron and Parma, Ohio as well as Richmond Virginia. The nursing education program at these campus locations is a candidate for accreditation by the Accreditation Commission for Education in Nursing. See the state sections of the catalog for specific campus accreditation disclosure(s).

Accreditation Commission for Education in Nursing (ACEN)  
contact information:  
3343 Peachtree Road, Suite 850  
Atlanta, GA 30326  
(404) 975-5000  
[www.acenursing.org](http://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) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org).

The Physical Therapist Assistant Programs at Bryant & Stratton College-Parma, Southtowns, Syracuse, and Wauwatosa Campuses are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call the Parma Campus at 216-265-3151; the Southtowns Campus at 716-677-9500; the Syracuse Campus at 315-472-6603; the Wauwatosa Campus at 414-302-7000.

# 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](http://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](http://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 take a placement evaluation the scores from which are used to place the student in either college-level or pre-college level mathematics and English courses. If pre-college courses are required, students must enroll and pass the pre-college courses 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, conditional acceptance may be granted for applicants pending their affirmation on their application 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.
- 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](http://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, recommend a program that matches the candidates interests, experience, as well as educational and career goals. 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](http://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 representative 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](http://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.
3. Complete standardized assessments.
4. Attain college level placement scores on both the English and Mathematics placement evaluations.
5. 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.
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.

## NURSING ASSOCIATE DEGREE

### Entry and Program Requirements

For consideration into the associate degree Nursing Program, the candidate must:

1. Submit a completed application or e-application using the feature located on the internet at [www.bryantstratton.edu](http://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. Attain college level placement scores on both the English and Mathematics placement evaluations.
5. Achieve a minimum score no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS).
6. Pre-college level students who graduate from the College and return for a nursing degree will be considered for entry into the Nursing Program as long as they meet the criteria above.
7. 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.
8. 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. ALL Campuses Except VA Beach and Hampton  
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 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](http://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.
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 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)
5. 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.

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.
7. 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)
8. Must have a 2.5 out of 4.0 GPA. (Not RN-BSN)
9. Achieve a minimum score of no lower than the 40th national percentile on the Test of Essential Academic Skills (TEAS). (Not RN-BSN)
10. Attain college-level placement scores on both English and math placement evaluations.
  - a. Parma, Wauwatosa, Bayshore, and Racine  
Acceptance to the Baccalaureate Degree Program: In addition to the entry and program requirements #1-10 above, alternate entrance criteria will be factored into the acceptance review process. See the Nursing Director for details.

#### **Nursing Specific Requirements BSN (RN-BSN Online program):**

- Complete and submit to the nursing program director for consideration:
- Application
- Acceptance of RN-BSN program disclosure
- 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.
- If not a college graduate, HS diploma will be required.
- An interview with a bachelor program administrator may be scheduled as part of acceptance and prior to acceptance.
- Applicants interested in taking courses through Online Education must meet certain technology requirements, including hardware and software, in order to be successful. Applicants must read and accept the technology agreement which outlines the necessary requirements for acceptance into the online course. The minimal requirements can be found on the College website.
- Student must have an active unencumbered RN license from the state they practice for the duration of the program and reviewed by the Nursing Program Director;
- Student must come from a Board of Nursing approved program;
- Diploma hospital nursing courses will be considered if they meet 80% content match to our syllabi;
- Diploma hospital non-nursing courses will not be considered because they are not credit bearing;
- No required GPA or essay; and
- TEAS, Accuplacer™ and/or entrance/placement are waived for RN-BSN students because of professional licensure.
- Additional requirements for the Nursing Program can include:
- Health history and examination by a physician with proof of vaccinations and Tuberculin Skin tests.
- CPR Certification that is valid throughout the term of the Nursing Program.
- Current health care insurance coverage.
- Background Record Checks
- Fingerprints submitted to the Federal Bureau of Investigation (FBI) and/or Ohio State Bureau of Criminal Identification and Investigation (BCII)
- Drug screening

#### **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 entrance 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](http://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 course work 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 of 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 lead 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 evaluation 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 (DSST). 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

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 Withdraws, for additional information. Students are encouraged to discuss the consequence of their withdrawal from the College with both their Academic and Financial Aid Advisors.

## Graduation Requirements

Candidates for graduation must complete the following:

- Successfully complete the required courses prescribed by their curriculum.
- Associate's and Bachelor's degree graduates must maintain a minimum 2.0 cumulative grade point average. Graduates of diploma programs must maintain a 1.8 cumulative grade point average for LPN, a cumulative grade point average of 2.0 is required.
- Complete the petition exit requirements set by the Academic, Career Services, and Business Offices.
- Fulfill all financial obligations, including tuition, fees, and other expenses, before their degrees or diplomas are granted. Grade transcripts and grade reports are issued when all financial obligations have been met.
- Students officially graduate from Bryant & Stratton College at the end of the semester in which they met all graduation requirements; however, formal commencement exercises are held annually.

## Grading System

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

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

## Standards of Satisfactory Academic Progress

### I. Introduction

Students must maintain **satisfactory academic progress (SAP)** toward completion of their program in order to remain in good academic standing, to remain enrolled at Bryant & Stratton College, and to receive financial aid. To ensure compliance with this policy, all students enrolled in programs will be measured by both quantitative and qualitative criteria at specific measurement points. On the quantitative side, students must maintain an adequate pace of progression toward completion of their degree in order to remain in good academic standing. On the qualitative side, students must maintain an adequate **cumulative grade point average (CGPA)** in order to remain in good academic standing.

### II. Changes to Satisfactory Academic Progress Standards

Bryant & Stratton reserves the right to change its SAP standards at any time.

### III. Minimum Requirements

#### A. Quantitative Measurement

The quantitative measurement factor, for all program levels, is based on a ratio of cumulative number of attempted hours to the cumulative number of successfully completed hours expressed as the minimum percentage of credits a student must successfully complete to maintain SAP compliance.

The minimum percentage of credits a student must successfully complete is based on the federal requirement for Title IV eligibility that schools maintain progress standards that require students to complete their programs of study within a time period of not more than one and one-half (1.5) times the standard program length to be considered administratively capable to administer the programs authorized by Title IV of the Higher Education Act of 1965, as amended (Title IV).

These minimum percentages of successfully completed credit hours are set forth in the Standards of Academic Progress Charts listed below for the diploma, greater than 36 credit hours in length; associate and bachelor degree programs, in the diploma program section, and in the Official Catalog.

#### B. Qualitative Measurement

The qualitative measurement factor for all program levels is the cumulative (over-all) grade point average (CGPA) at each measurement point and also at the end of the fourth semester.

#### Calculation of GPA:

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+, F, WF**.

## Incompletes

The Incomplete grade is assigned only when students are making satisfactory progress at scheduled review point, but for valid reasons are unable to complete the course work.

- Students who wish to request Incompletes must initiate arrangements with their instructor(s) who, in turn, must receive written approval from the Dean of Instruction (or Designee, in the absence of the Dean of Instruction).
- Note: while Pre-College courses are eligible for the grade of I approval, the second attempt of a specific Pre-College course must not be approved for a grade of I. (See Catalog Section Incompletes and Pre-College Courses for more information.)
- Students who receive I grades must complete the necessary work by the end of the seventh week of the following term, for 15-week courses, or by the end of the fourth week of the following term for 7.5-week or 8-week courses, or the I will be replaced with the previously earned grade, which includes zeroes for missing assignments and consideration for course objective completion.

- If a course (e.g., MATH 201 considered for an incomplete (I) grade is a pre-requisite to an upcoming term course (e.g., MATH 309), the student must not be registered for the subsequent course (e.g., MATH 309) in the upcoming term if (a) the incomplete is unresolved, or (b) if prior to receiving the "I" grade, the final course grade (e.g., MATH 103) was not passing. If prior to receiving the "I" grade, the student's preceding course (e.g., MATH 201) had a passing grade, assuming all missing assignments are accounted for in the final gradebook with grades of zero, the student may be registered in the subsequent course (e.g., MATH 309) as the preceding course (e.g., MATH 201) is technically passed, regardless of completing the missing work. In that scenario, documentation of the final grade with individual assignment grades prior to the "I" grade is required to show that the student was passing the course prior to the registration of the subsequent course.
- Grade changes of "I" to the final revised grade will be processed at the campus level by the Registrar (or Designee, if no Registrar) following the written communication from the assigned instructor of the revised final letter grade and percentage for the course following submission of the incomplete work. Said grade changes must be processed eight (8) weeks from the course end date for 15-week courses, and within five (5) weeks from the course end date for 7.5-week or 8-week courses by the campus.

## ACADEMIC PERFORMANCE MEASUREMENT CRITERIA

### DIPLOMA PROGRAMS: 30-36 CREDITS

Credits Attempted	Minimum CGPA	Percentage of Successfully Completed Credits
1-15	1.25	55%
16-30	1.8	55%
31-66*	1.8	67%

### DIPLOMA PROGRAMS: 41 CREDITS

Credits Attempted	Minimum CGPA	Percentage of Successfully Completed Credits
1-30	1.5	55%
31-45*	2.0	67%

### ASSOCIATE DEGREE PROGRAMS: 60 – 67 CREDITS

Credits Attempted	Minimum CGPA	Percentage of Successfully Completed Credits
1-47	1.25	55%
48-71	1.50	60%
72-89	2.00	65%
90-101*	2.00	67%

### ASSOCIATE DEGREE PROGRAMS: 71 -73 CREDITS

Credits Attempted	Minimum CGPA	Percentage of Successfully Completed Credits
1-47	1.25	55%
48-71	1.50	60%
72-95	2.00	65%
96-108*	2.00	67%

### BACHELOR DEGREE PROGRAMS: 120 - 125 CREDITS

Credits Attempted	Minimum CGPA	Percentage of Successfully Completed Credits
1-47	1.25	55%
48-71	1.50	60%
72-95	2.00	63%
96-119	2.00	63%
120-143	2.00	65%
144-167	2.00	65%
168-180*	2.00	67%

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.

## Incompletes Cont.

- Students who plan to stop out for the following term (e.g., out for summer) should not be awarded I grades unless they can complete the coursework by the end of week seven (7) for 15-week courses or week four (4) for 7.5-week or 8-week courses, of the term during which they will not attend.
- An I grade will be counted as an attempted or earned credit but will not be included in the term average or in the cumulative grade point average.
- When an I grade is converted to a final grade (A, B+, B, C+, C, D+, F), the student's academic record for the term in which the incomplete (I) was recorded must be updated in order to recalculate the GPA, CGPA, and standards of academic progress.

## Withdrawals

The grade of W is assigned to course withdrawals made after the drop/add period and through the academic week nine (9) of the term (or equivalent if the course does not meet for a full term). The grade of WF is assigned to course withdrawals after the end of academic week nine (9) of the term (or equivalent if the course does not meet for a full term).

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. Transfer credits awarded for grades equal to or above a grade of "C" on an A to F scale as determined by the sending institution are used in the computation of the student's CGPA and completion pace calculation at Bryant & Stratton College. Transfer credits awarded for grades of "Pass" or "Satisfactory" are included in the completion pace only.

Students who change programs will be subject to the satisfactory academic progress requirements that apply to their intended degree program. Prior to admission into the new program, the SAP must be completed. The credits already attempted in the student's previous degree program that are required in the new-degree program must be considered in assessing SAP. Students have the ability to use successfully completed credits to fulfill elective credit requirements in the new program; VA students MUST use all successfully completed course credits that fulfill any credit in the new program. Program changes should only be approved for students who can meet the quantitative and qualitative requirements for SAP.

## M Credits

M credits are assigned to students who apply for readmission after withdrawal due to service in the uniformed services. See the Official Catalog section entitled Students Who Apply for Readmission After Withdrawal Due to Service in Uniformed Services for details. M credits are not calculated into the CGPA or pace.

## Credits Earned by Examination or Prior Learning Assessment

Credits earned by examination or prior Learning Assessment 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).

## Pre-college Courses

Pre-college courses are assigned the grades of P, NP, W, WF, I, or M. 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 does not end in a P 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.

Pre-college students who are dismissed for failure to earn a passing (P) grade in any pre-college courses after two attempts may apply for readmission to Bryant & Stratton College after they have been out of the College for one full calendar year (three full terms). Such students must be able to demonstrate to the Dean that they have made substantial changes to any factor that may have led to their failure. Students who are re-admitted must successfully complete the pre-college course(s) in one term or they will be permanently dismissed from Bryant & Stratton College. Students who apply for readmission must:

- Successfully complete the corresponding pre-college course in the term in which they return. Students who require two pre-college courses must complete the second course the following consecutive term of enrollment or within the first 24 credits of study; or
- Place out of pre-college on the placement exam(s) for students who tested under a different instrument. Students taking pre-college courses must be scheduled for those courses within their first 24 credits of study

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.

Bryant & Stratton College will not award credit or Title IV funds for a student to retake a course if:

- The student previously passed the course, retook the course once, and is taking the course for a third or subsequent time;
- The student previously passed the course and is retaking the course to rectify his or her failure in another course or courses;
- 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;
- Retaking the course would place the student in violation of any of Bryant & Stratton College's academic policies.

### C. Grades That Are Included in CGPA and Completion Pace Calculation

- Credits earned from the grades of **A, B+, B, C+, C, D+, F, and WF** are considered, graded credit hours attempted that do affect both the CGPA and completion pace.
- Transfer credits awarded for grades equal to or above a grade of “C” on an A to F scale as determined by the sending institution are used in the computation of the student’s CGPA and completion pace calculation at Bryant & Stratton College.
- Transfer credits awarded for grades of “Pass” or “Satisfactory” are included in the completion pace only.

### D. Grades That Are Included in Completion (Pace) Calculation Only

The grades of **I, S, T, U, X**, and **W**, are not considered in calculating CGPA. However, **I, S, T, U, X**, and **W** credits are considered attempted credits for purpose of assessing whether the student is progressing at a pace to graduate within the MTF. Credits earned from **I** grades are considered credits attempted but not completed. Credits earned from the **S, T** and **X** grades are considered credits attempted and successfully completed.

### E. 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. **M** likewise is 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.

### F. Standards Of Academic Progress Charts For Diplomas, Greater Than 36 Credit Hours In Length; Associate And Bachelor Degree Programs:

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.

Measurement of SAP will occur at the end of the semester 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 the shorter intervals for specific students such as students whose Academic Plan require shorter measurement intervals. (Measurement intervals for 30-36 credit Diploma programs is listed at the end of this section).

**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.**

### G. Consequences of Failure to Meet Satisfactory Academic Progress Standards

Failure to maintain quantitative and/or qualitative SAP standards at any measurement interval 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 interval to successfully complete the minimum percentage of credit hours attempted or by failing at a measurement interval 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. Probationary students are eligible for financial aid.

Students who fail to meet the requirements of the academic plan by the time they have completed their probationary semester will lose good academic standing and 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.

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 to meet the requirements of their academic plan at any scheduled measurement interval; or
- At a measurement interval (including the fourth semester point-CGPA only), they have failed to achieve the required CGPA and/or or progress rate of these SAP standards and the students failed to appeal the determination that they are not meeting SAP or they appealed and were not successful.
- **Appeal:** Students may appeal a determination that they do not meet SAP standards and 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 below 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 point. 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 interval 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 DCAA 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.

A satisfactory academic progress review must be conducted and 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.

## H. 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 interval for students entering a secondary program will be that which applies after taking into account the number of months that have passed since the last measurement interval during the primary program.

## I. Program Changes:

Students who change programs will be subject to the satisfactory academic progress requirements that apply to their intended program. Prior to admission into the new program, the SAP must be completed. The credits already attempted in the student's previous degree program that are required in the new-degree program must be considered in assessing SAP. Students have the ability to use successfully completed credits to fulfill elective credit requirements in the new program; VA students MUST use all successfully completed course credits that fulfill any credit in the new program. Program changes should only be approved for students who can meet the quantitative and qualitative requirements for SAP.

## J. 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 of all previous absences from Bryant & Stratton College by reason of service in the uniformed services does not exceed five years (5); and 3) the student submits a notification of intent to reenroll in Bryant & Stratton College no later than three (3) 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.

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 Reserves) who is (a) ordered to or retained on active duty under section 688, 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.

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 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 (2) 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 a mission, operation, exercise, or requirement that is classified; or 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. See Students in the military policy 10-0019 for details.

A student who submits an application for readmission shall provide to Bryant & Stratton College documentation to establish that: a) the student was required to withdraw from Bryant & Stratton College because of service in the uniformed services (written orders may meet this requirement); b) the student has not exceeded the service limitations established under this section; and c) 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.**

#### **K. STANDARDS OF ACADEMIC PROGRESS CHARTS FOR DIPLOMA PROGRAMS, 30-36 Credits**

Title IV regulations require schools to review Satisfactory Academic Progress (SAP) at the end of each payment period if the educational program is either one academic year in length or shorter than one academic year. As a result of this academic year definition, SAP must be reviewed at the end of each term for any diploma program that is 30 - 36 credit hours in length.

#### **L. Consequences of Failure to Maintain SAP Standards or Academic Plan Requirements**

- **Financial Aid Warning:** A designation of Financial Aid Warning must be assigned to each student, enrolled in a 30 - 36 credit diploma program, who fails to make SAP at the end of each term. A student placed on financial aid warning may continue to receive Title IV assistance for one additional term despite a determination that the student is not making SAP. Financial aid warning may be assigned without an appeal or other action by the student.

If the student fails to meet SAP during the next term, it is unlikely that the student will be able to continue in the 30 - 36 credit diploma program without exceeding maximum timeframe requirement as defined above.

- **Financial Aid Probation:** For the semester following a semester during which a student was on financial aid warning, the College may place a student on financial aid probation, and disburse Title IV funds if:

1. After evaluation of the student's progress it is determined that the student did not make (SAP) during the term the student was on financial aid warning;
2. The student appeals the determination; and
3. It is determined that:
  - a. The student should be able to meet the SAP standard by the end of the subsequent term; or
  - b. An academic plan is developed for the student that, if followed, will ensure that the student is able to meet the College's SAP standards by a specific point in time.
4. A student on financial aid probation for one (1) semester may not receive Title IV funds for the subsequent term unless the student makes SAP or it is determined that the student met the requirements specified by the academic plan.

#### **N. 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.

#### **O. 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.

#### **P. 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' is 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, NP, 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](http://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.

### Accommodations for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), Bryant & Stratton College recognizes and accepts its responsibility to provide a broad range of services to qualified students with disabilities in an effort to ensure them equal opportunity and full participation in their educational efforts. To that end, Bryant & Stratton College maintains institutional policies and procedures that govern the provision of accommodations to students with disabilities.

Reasonable accommodations are available to students with disabilities who provide documentation by a qualified professional and are 'otherwise qualified' for admission to the College. The student must demonstrate that they possess the ability to meet the academic standards of the curriculum. Each student's eligibility for accommodations is considered and determined on a case-by-case basis dependent on the supporting medical and/or psychological documentation provided. It is both the right and responsibility of students to determine their need for services.

Students seeking accommodations must complete and submit a Request for Accommodation form for review by the campus ADA/504 Coordinator. A full description of the accommodations process, the list of campus ADA/504 Coordinators and their contact information is found in the back of the Catalog in the Staff/Faculty listing. All necessary forms are available from the campus ADA/504 Coordinators and at [www.bryantstratton.edu](http://www.bryantstratton.edu).



# Student Code of Conduct/Dismissal Policies

## Academic and Non-Academic Code of Conduct Policy, Exclusive of Incidents of Sexual Misconduct

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.

Policies and procedures related to sexual misconduct and other related offenses are outlined in separate Sexual Misconduct Policy Guides for New York State and Online Campuses and Outside of New York State Campuses. These documents are an addendum to this Student Code of Conduct, Grievance, & Dismissal Policy and Procedure.

## 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:

**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 with 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; (3) falsification; (4) 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's 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 prohibited behavior:

- 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 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, lewd, 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 College premises, including the Bryant & Stratton 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 online environment, or at functions sponsored or supervised by the College. This includes, but is not limited to:
  - 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 related 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.
  - Causing 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 that 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 the 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 messages.
- Use of electronic or computing facilities and resources to interfere with normal operation of the College computing system.
- 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 messages.
- 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.**

**Any abuse of the College student judicial (Student Code of Conduct, Grievance & Dismissal, Sexual Misconduct, ADA/Accommodations etc.) system, including, but not limited to:**

- Failure to obey the directive of a judicial body or College official;
- Falsification, distortion, or misrepresentation of information before a judicial body; Disruption or interference with the orderly conduct of a judicial proceeding;
- Knowingly instituting a judicial process without cause;
- Attempting to discourage or obstruct an individual's proper participation in, or use of the judicial system;
- Influencing or attempting to influence another person to commit an abuse or obstruction of the judicial system.
- Attempting to influence the impartiality of a member of a hearing or grievance proceeding;

**Verbal or physical harassment or intimidation of a member of a judicial body or witness prior to, during, or after a judicial proceeding;**

- Failure to comply with the sanction(s) imposed under the Bryant & Stratton College Code of Student Conduct, Grievance, & Dismissal Policy;

**Improper or Illegal Use or Abuse of Controlled Substances Including, but not Limited to the Following:**

- Use, possession, manufacturing, or distribution of marijuana, heroin, narcotics, or other controlled substances except as expressly permitted by law.
- Use, possession, manufacturing, or distribution of alcoholic beverages, or public intoxication. Alcoholic beverages may not, in any circumstance, be used by, possessed by, or distributed to any person under twenty-one (21) years of age.
- Engaging in conduct that reflects poorly upon the College.

The following individuals have been identified by their Campus Director as the Grievance Coordinator/Judicial Officer at their campus. Unless otherwise noted, the Grievance Coordinator and Judicial Officer titles are interchangeable.

<b>Campus</b>	<b>Grievance Coordinator/Judicial Officer/Title</b>
Albany	Dean of Instruction
Buffalo	Dean of Instruction
Amherst	Dean of Instruction
Greece	Financial Aid Manager
Henrietta	Financial Aid Manager
Saratoga	Dean of Instruction
Southtowns	Dean of Student Services
Syracuse	Registrar
Syracuse North	Dean of Student Services
Akron	Registrar
Cleveland Downtown	Registrar
Eastlake	Registrar
Parma	Registrar
Richmond	Senior Academic Advisor
Virginia Beach	Dean of Student Services
Hampton	Dean of Student Services
Milwaukee	Dean of Student Services
Wauwatosa	Dean of Student Services
Bayshore	Dean of Student Services
Racine	Dean of Student Services
Online	Campus Director and/or Dean of Student Services

## 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 conduct policy, 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 Grievance Coordinator. 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.

## 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.

A disciplinary procedure, however, is initiated by the College's Grievance Coordinator 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 Grievance Coordinator 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 Title IX Coordinator who will investigate and hear the matter through the disciplinary process outlined in the College's Sexual Misconduct Policies instead of these grievance procedures. Allegations of sexual misconduct are handled with special considerations for the alleged victim and the accused as detailed in the Sexual Misconduct Policies.

### Student Disciplinary Procedure

This section describes the procedures that are followed when a Grievance Coordinator/Judicial Officer finds just cause to initiate a disciplinary proceeding resulting from an allegation of a student's violation of the Code of Conduct or another application student conduct policy by a member of the faculty or the administration.

These procedures apply year-round regardless of whether an alleged code violation occurs on campus or off-campus, including 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 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 deadline set forth below may be extended for good cause with written notices 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/Grievance Policy 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 Grievance Coordinator, who will oversee the matter, unless otherwise noted. The Judicial Officer will then conduct an investigation of the allegations. The Grievance Coordinator may not have a conflict of interest or bias against the accuser or the accused student. If the Grievance Coordinator determines that the allegations can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Grievance Coordinator, the Grievance Coordinator will dismiss the matter with proper record of the parties' consent. Such disposition shall be final and there shall be no subsequent proceedings. The Grievance Coordinator 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 meeting.

### Charging Letter

If the charges are not admitted or cannot be disposed of by mutual consent and the Grievance Coordinator concludes that the allegations, if proven true, would justify disciplinary action, the Grievance Coordinator then carries out any additional investigation required and prepares a Charging Letter. If the accusing student alleges sexual harassment or sexual assault, the Grievance Coordinator 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. The Charging Letter must also 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 student's written response is due should the student opt to submit a 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 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 10 (ten) calendar days to submit a written response to the allegations in the letter unless the **Grievance Coordinator** 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 Grievance Coordinator of a Charging Letter, the Campus Director will promptly appoint one or three individual to a Code of Conduct Committee to investigate the validity of the allegations. The Code of 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 adviser 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 Grievance Coordinator 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 on the Charged Student. An interim suspension is the removal of a Charged Student from class, the campus (including the Bryant & Stratton 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 operations 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 that 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 Grievance Coordinator.

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 Grievance Coordinator may 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. The hearing may be held by teleconference. At the hearing, both the Charged Student and Grievance Coordinator 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, as outlined in the Sexual Misconduct Policies, a charged student does not have the right to counsel at the hearing but may have his or her counsel submit a brief for the review of the Code of Conduct Committee before the hearing.

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 Grievance Coordinator 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 its 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 within ten (10) calendar days after the conclusion of the hearing unless it is impracticable to do so and it must include the date of determination and date any sanctions go into effect. The decision will be delivered to 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 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 so state in its written decision together with its Findings of Fact 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, Findings of Fact with the evidence upon which it relied, a Conclusion, and the sanction it will impose for the violation.

## 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 regulations(s) during then probationary period.
- Loss of Privileges – Denial of specified privileges for a designated period
- Separation for 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, after which the student is eligible to return. Conditions for readmission may be specified.
- Residence Hall Expulsion – Permanent separation of the student from the residence hall.
- 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 violations of College standards in obtaining a degree, or for other serious violations committed 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 above 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 that 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 outlined below.

The Campus Director may consider new information not presented at the hearing only when such information is sufficient 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 considered 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 Grievance Coordinator 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.

### 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

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 outlined in the College's Sexual Misconduct Policies. Concerns regarding grades may be brought under the Grade Appeal Procedures.

## 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 serves 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; 6) the specific relief sought; and 7) the name of any witnesses and other evidence. The grievant should state in his or her complaint where 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 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 throughout 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 10 business days of the completion of the investigation. The disposition will be determined using a standard. If a substantial preponderance of the 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.

## Appeal

If either the grievant or the person who is the subject of the complaint is not satisfied with the decision of the Grievance Coordinator, he or she may file a written appeal to the Campus Director within 10 business days from the receipt of the written disposition. The appeal must contain a complete explanation of the grounds for appeal. The Campus Director or his/her designee shall respond to the appeal, in writing, within 20 business days of the date of the appeal. Except in exceptional circumstances, as decided by the Campus Director or his or her designee, an appeal that is not timely submitted will be rejected as untimely. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

The decision of the Campus Director is final.

Students in Virginia dissatisfied with the decision of the Campus Director may contact staff at the Staff Council on Higher Education for Virginia as a last resort.

## Grievance Coordinator

Each Bryant & Stratton College campus has a Grievance Coordinator whose responsibility is to administer these procedures. The Grievance Contact for each campus beginning on page XX of this report and may also be referred to as the Judicial Officer.

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 misconduct allegations, a grievant who believes that he/she has been discriminated against based on sex, 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 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.

## Education 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, unless sanctions relate to crimes of violence noted above under Transcript Notations. 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, of 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 Education Rights and Privacy Act (FERPA) and thus may be protected from disclosure. For this reason, such records should not be disclosed without consulting the College's legal counsel.

## 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 "sexual misconduct"). Sexual misconduct is prohibited whether the misconduct occurs on or off campus. Acts of sexual misconduct are contrary to the College's educational mission and values, are harmful to other, 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 the Bryant & Stratton Sexual Misconduct Policies for its New York State Locations, Outside of New York State Locations and Online Education.

The Bryant & Stratton College Sexual Misconduct Policies apply to all College community members, including students, faculty, staff, other 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.

Bryant & Stratton College recognizes that discrimination or harassment related to an individual's sex or perceived gender identity, which is prohibited by the Sexual Misconduct Policies, 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 the Sexual Misconduct Policies in carrying out the Disciplinary or Grievance Procedures outlined in those policies.

These policies describe Bryant & Stratton College's position, policies, and procedures regarding incidents of sexual misconduct affecting students attending the College's physical locations and online. **Some of the language used in this document is explicit and some people may find it uncomfortable, but it is important that we properly define certain terms so that the meaning is clear.**

## SEXUAL MISCONDUCT POLICY - NEW YORK STATE CAMPUSES AND ONLINE EDUCATION

### Statement of Purpose

Bryant & Stratton College is committed to promoting a learning and working environment where all members of the College community feel safe and respected. Acts of sexual misconduct are contrary to the College's educational mission and values, are harmful to others, and will not be tolerated by Bryant & Stratton College. This policy prohibits sexual violence, sexual harassment, sexual misconduct, and other related offenses in all College programs and activities. Conduct prohibited by this policy may also violate federal and/or New York State laws enforced through the criminal justice system. Individuals are free to pursue action under this policy and through the criminal justice system simultaneously. The College takes seriously all reports of sexual misconduct and promises to promptly and fairly respond to all reports of misconduct in a manner intended to eliminate the misconduct, prevent its recurrence, and address its impact on affected individuals and the College community. All College proceedings conducted in regard to alleged violations of this policy will be done so in a timely and equitable process that provides adequate notice and a meaningful opportunity for all parties to be heard.

### Scope of this Policy

This policy intends to address conduct prohibited under federal laws, including Title IX, the Clery Act, and the Violence Against Women Act, as well as under New York State law, specifically its "Enough Is Enough" law (Education Law 129-B). This policy applies to all College community members – including students, faculty, staff, other employees, and independent contractors – attending, working, or otherwise interacting with the College's New York State campuses (Albany, Henrietta, Greece, Syracuse, Syracuse North, Buffalo, Amherst, and Southtowns). The College will receive and address reports received from any individual, whether or not he/she is affiliated with Bryant & Stratton College, that a College community member has violated this policy. Vendors, contractors, visitors, and others who conduct business with the College or on College property are likewise expected to comply with this policy. The prohibitions and protections in this policy apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

The prohibitions and protections in this policy apply regardless of whether the violation occurs on campus or off campus. Members of the College community who commit acts of sexual misconduct will be disciplined appropriately and pursuant to College policy. This policy describes protections specifically for students who are subjected to sexual misconduct as well as disciplinary procedures specifically relevant to students who commit sexual misconduct. The actions the College is empowered to take against an individual who commits sexual misconduct may vary or be limited when that individual is not a member of the College community; however, whenever a member of the College community is subjected to sexual misconduct, regardless of the status of the individual who committed it, the College will continue to provide support, resources, and protection to the affected community member. At all times, Bryant & Stratton College will cooperate with and assist in law enforcement investigations whenever appropriate and requested to do so.

## **Terminology and Definitions**

**Certain definitions within this section contain very graphic language and may be disturbing to some individuals.**

The following terms are used throughout this policy and may be heard during conversations with College associates and/or during student conduct proceedings. Due to the sensitive and sometimes violent nature of incidents involving sexual misconduct, the following definitions are provided for informational use by students and for guidance in the investigation and processing of alleged violations. It is possible that a particular action may constitute sexual misconduct even if not specifically mentioned in these definitions.

If you have any questions about what these terms mean or whether they apply to certain situations, please feel free to talk to your campus Title IX Coordinator. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in this section above. Any questions about whether a specific incident violates New York State criminal laws should be addressed to law enforcement or to the local district attorney.

### **Sexual activity**

Sexual activity has the same meaning as "sexual acts" and "sexual contact" as provided in U.S.C. 2246 (2) and U.S.C. 2246 (3). These terms are defined as follows:

- Sexual act
  - Contact between the penis and the vulva or between the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight;
  - Contact between the mouth and the penis, mouth and the vulva, or the mouth and the anus.
  - Penetration, however slight, of the anal or genital opening of another person by a hand, or finger, or by any object, with the intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or
  - Intentional touching, not through clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- Sexual contact
  - Intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, arouse, or gratify the sexual desire of any person.

### **Sexual Misconduct**

Sexual misconduct is a broad term that encompasses a range of behaviors. Sexual misconduct can occur between people who know each other, people who have an established relationship, people who have engaged in consensual sexual activity before, and people who don't know each other. Sexual misconduct can be committed by persons of any gender or gender identity, and it can occur between people of the same sex or different sex. Sexual misconduct includes but is not limited to:

- Sexual assault
  - Unwanted sexual activity and/or unwanted sexual contact that has not been Affirmatively Consented to by one or more of the participants, as defined in this section, including but not limited to:
  - Rape (as defined in accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program and listed in C.F.R. §668.46)
  - The penetration, no matter how slight, of a person's 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.
- Sexual coercion
  - Using verbal pressure to compel another person to engage in sexual activity that he/she would otherwise not consent to, including but not limited to telling lies, threatening to spread rumors, and engaging in verbal abuse.

- Fondling
  - Touching the private body parts of another person, without that person's consent, for the purpose of sexual gratification.
  - 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 legal age of consent.
- Sexual exploitation
  - Engaging intentionally in exploitive behavior including but not limited to:
  - Observing another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person observed, or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
  - Making, sharing, posting, streaming, or otherwise distributing any image, photography, video, or audio recording depicting or otherwise recording another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person depicted or recorded;
  - Exposing one's genitals to another person without the consent of that person;
  - Exposing another person to a sexually transmitted infection without the knowledge and consent of the person exposed;
  - Causing another person to become incapacitated with the intent of making that person vulnerable to non-consensual sexual activity or sexual exploitation.
- Stalking
  - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or would cause a reasonable person to suffer substantial emotional distress.
- Domestic violence
  - A felony or misdemeanor crime of violence, including but limited to acts of sexual violence, sexual abuse, physical abuse, or the threat of any such abuse, committed by:
    - a current or former spouse,
    - a person with whom you share a child in common,
    - a person with whom you live or have lived as a spouse or intimate partner, 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.
  - Including acts of sexual violence, sexual abuse, physical abuse, the threat of any such abuse
- Dating violence
  - Violence committed by a person who 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 relations.
- Gender-based harassment
  - Unwelcome conduct of a non-sexual nature based upon a person's actual or perceived sex, including conduct based on gender identity, gender expression, and non-conformity with gender stereotypes.



- Hate crime
  - Any crime that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of this policy, the categories of bias include the victim's (actual or perceived): race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, or disability.
- Sexual harassment
  - Unwelcome conduct of a sexual nature that is sufficiently severe, persistent, or pervasive as to limit a student's ability to participate in or benefit from an education program or as to create a hostile or abusive educational environment, including but not limited to:
  - Unwelcome sexual flirtations or propositions for sexual activity
  - Unwelcome demands for our suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates.
- Sexual exploitation
  - Offering employment or educational benefits in exchange for sexual favors
  - Threatening or taking negative action in the event of having sexual advances denied and/or after having sexual advances denied, such as a professor threatening to fail a student unless the student agrees to date the professor
  - Graphic verbal comments about an individual's body or appearance
  - Spreading sexual rumors
  - Touching an individual's body or clothing (including one's own) in a sexual way, such as grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, fondling, etc.
  - Displaying or sending sexually suggestive drawings, images, pictures, written materials, cartoons, letters, notes or objects in the work/educational environment, regardless of medium.
  - Cornering or blocking of normal movement.
  - Sex discrimination and/or gender discrimination
  - Treating an individual unfavorably or adversely based upon that individual's sex and/or gender in the context of educational or employment activities, programs, or benefits, such as in admissions, hiring, selection for and/or participation in projects, teams, or events, provision of wages or benefits, selection for promotions, etc.
  - Other sexual violence
  - Other inappropriate behavior of a sexual nature

### Retaliation

Taking adverse action against an individual for making a good faith report of prohibited behavior, for participating in any investigation or proceeding into such behavior, and/or otherwise cooperating with the College's efforts to prevent and remediate sexual misconduct in its community, including but not limited to engaging in intimidation, threats, coercion, and/or adverse actions regarding education or employment.

- Retaliation does not exist where an individual pursue actions in good faith in response to a report of prohibited behavior, such as an accused individual offering evidence in his/her own defense.
- Retaliation may be committed by an accused individual, a reporting individual, or any other person or group of persons.
- Retaliation may exist event where an underlying report that was made in good faith was found to be unsubstantiated by evidence and/or the accused individual was determined to be 'not responsible'.

### Affirmative consent

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 the 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.

- Important guidance regarding consent...
- 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 either person involved in 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.

### Title IX Coordinator

Each location has a Title IX Coordinator. Each Title IX Coordinator is responsible for coordinating the College's prevention of and response to sexual harassment and sexual violence, as well as for addressing any questions or inquiries regarding how Bryant & Stratton College applies federal Title IX law and regulations. The College's Title IX Coordinator also coordinates the College's response to acts of sexual misconduct as required by New York State's "Enough Is Enough" law (Education Law 129-B).

- The Title IX Coordinator has many responsibilities as part of his/her job of ensuring the College complies with the law. The Title IX Coordinator has the primary responsibility for:
- Receiving complaints regarding sexual misconduct;
- Providing information to students about resources and support services available;
- Directing investigations into incidents of sexual misconduct;
- Issuing interim protective measures and arranging requested accommodations;
- Initiating student conduct charges against students who have committed sexual misconduct;
- Ensuring the student conduct process is handled the right way;
- Overseeing student compliance with consequences and sanctions imposed through the student conduct process;
- Collecting statistics regarding the prevalence of sexual misconduct on campus;
- Conducting annual surveys of the campus community regarding sexual misconduct; and
- Overseeing education and training programs relating to sexual misconduct.
- The Title IX Coordinator is the person with whom you would file a formal report regarding sexual misconduct. You can also privately tell the Title IX Coordinator about incidents of sexual misconduct even if you do not want to file a formal report. You can also disclose those incidents to other College associates, if you prefer.

- All College associates – except those designated as confidential resources as described in this policy – are required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires to do so and in order to protect the safety of other people on campus. Those College associates would only provide the Title IX Coordinator with the necessary information, and the student's privacy would be maintained at all times. More information about privacy is provided in the Terminology and Definitions Section above.
- Other College associates are not required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them. These College associates are known as "confidential resources". Each New York State campus has at least one confidential resource with whom students can speak with confidentially. More information about confidentiality and a list of the confidential resources for each campus is provided in Terminology and Definitions Section above. The Title IX Coordinator will maintain student privacy to the greatest extent possible, but is not a confidential resource, given the nature of their duties.

**The New York State Campus Title IX Coordinator for each location is as follows:**

**Albany/Saratoga/Malta**

Michael Markou  
Dean of Instruction  
Email: mmarkou@bryantstratton.edu  
Phone: 518-437-1802, ext. 212

**Southtowns**

Sara Reese  
Dean of Student Services  
Email: sjreese@bryantstratton.edu  
Phone: 716-677-9500, ext. 132

**Buffalo**

Adiam Tsegai  
Dean of Instruction  
Email: aktsegai@bryantstratton.edu  
Phone: 716-884-9120, ext. 235

**Syracuse**

Melissa Moore  
Registrar  
Email: mmoore@bryantstratton.edu  
Phone: 315-472-6603, ext. 242

**Amherst**

Juan Martinez  
Dean of Instruction  
Email: jmartinez@bryantstratton.edu  
Phone: 716-625-6300, ext. 232

**Syracuse North**

Andrea Pallone  
Dean of Student Services  
Email: ampallone@bryantstratton.edu  
Phone: 315-652-6500, ext. 228

**Greece/Henrietta**

Joann Tinsley  
Financial Aid Manager  
Email: jtinsley@Bryantstratton.edu  
Phone: 585-720-0660, ext. 216

**Online Education**

Jennifer Welch  
Dean of Student Services  
Email: jawelch@bryantstratton.edu  
Phone: 716-677-7802

**Confidentiality**

Confidentiality can be offered by a College associate who is not required by law to report known incidents of sexual assault or other crimes to the College's Title IX Coordinator or any other College associates. Each New York State location has at least one College associate who can offer complete confidentiality to persons who want to confidentially report an incident of sexual misconduct. These individuals are known as Confidential Resources. While Confidential Resources generally honor requests for confidentiality, it is important that reporting individuals understand that a request for confidentiality may limit the College's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s). Although rare, there are times when the Confidential Resource may not be able to honor requests for confidentiality in order to provide a safe, non-discriminatory environment for all students. In those circumstances, all information would still be treated with the utmost privacy.

**The Confidential Resource for each location is as follows:**

**Albany/Saratoga/Malta**

Michael Gutierrez  
Campus Director  
Email: magutierrez@bryantstratton.edu  
Phone: 518-437-1802, ext. 250

**Southtowns**

Paul Bahr  
Campus Director  
Email: pcbahr@bryantstratton.edu  
Phone: 716-677-9500, ext. 181

**Buffalo**

Marvel Ross-Jones  
Campus Director  
Email: merossjones@bryantstratton.edu  
Phone: 716-884-9120, ext. 229

**Syracuse**

Michael Sattler  
Campus Director  
Email: msattler@bryantstratton.edu  
Phone: 315-472-6603, ext. 232

**Amherst**

Michael Mariani  
Campus Director  
Email: mamariani@bryantstratton.edu  
Phone: 716-625-6300, ext. 202

**Syracuse North**

Sue Cumoletti  
Campus Director  
Email: skcumoletti@bryantstratton.edu  
Phone: 315-652-6500, ext. 225

**Greece**

Jeff Tredo  
Campus Director  
Email: jptredo@bryantstratton.edu  
Phone: 585-720-0660, ext. 201

**Online Education**

Scott Traylor  
Director Online Education  
Email: sotraylor@bryantstratton.edu  
Phone: 716-677-7810

**Henrietta**

Terry Nighan  
Campus Director  
Email: tnighan@bryantstratton.edu  
Phone: 585-292-5627, ext. 102

- Examples of other individuals who can offer confidentiality:
  - Medical providers
  - Lawyers providing legal advice
  - Licensed mental health counselors, psychologists, and social workers
  - Pastoral counselors (e.g., priests and other clergy members)
  - Local rape crisis centers and other confidential community resources (see Resources, Support Services, and Protection for Victims Section located at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf)) for a list of local community resources near your campus, or call the NYS Sexual Violence Hotline at 1-800-942-6906 (available 24/7/365) to be connected to your local rape crisis center)
- While these off-campus counselors and advocates may maintain a victim's confidentiality by not informing the College, they may have other obligations under State law.
- As previously noted, when a victim speaks to a campus Confidential Resource or an off-campus individual offering confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. In those circumstances, confidential counselors and advocates, including the campus Confidential Resource, will still assist the victim in receiving other necessary protections and support, such as victim advocacy services, academic support or campus accommodations, disability services, health or mental health services, and changes to living, working, or course schedules.

All of the campus Title IX Coordinators are supervised by the Campus Director (or his/her designee) at their local campus.

- At any time, a victim who initially requests confidentiality may also decide to file a formal disciplinary complaint with the school and/or report the incident to campus security, law enforcement, and/or State Police, and have the incident fully investigated.
- 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 would not include the victim's name or any information that identifies the victim.

### **Privacy**

- Privacy can be offered by a College associate who is unable to offer confidentiality due to their legal obligation to report known incidents of sexual assault or other crimes to the Title IX Coordinator. Even College associates who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.
- Any College associate who is not considered a confidential resource, including your campus Title IX Coordinator, is considered a College associate who will guarantee privacy.

### **Accused**

- A person accused of sexual misconduct or another violation of this policy.

### **Bystander**

- Bystander includes any person who witnesses or learns about sexual misconduct or another violation of this policy who is not themselves the victim or person subjected to the sexual misconduct.
- Bystanders are welcome and encouraged to report incidents of sexual misconduct that they have witnessed or learned about.
- If your friend is a victim of sexual misconduct, please encourage them to reach out for help. A list of on-campus and off-campus resources available to victims can be found in the Resources, Support Services, and Protection for Victims in Section 6 of the Sexual Misconduct Policy Guide (New York State Locations) found at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf).

### **Reporting individual**

- Reporting individual includes any person who is a victim, survivor, complainant, and other individuals who were subjected to sexual misconduct, and then report it.

### **Prohibited Behavior**

Bryant & Stratton College is a place of academic learning, and its community members are expected to behave accordingly. The following behaviors are considered specific and serious violations of this policy. Violations of this policy can occur both on-campus and off-campus and may also include other unacceptable conduct not specifically listed below. Any possible or known violation of this policy may result in the College conducting an investigation; in certain instances, the College is obligated by federal and/or New York State law to conduct an investigation into these behaviors. Students believed to have committed prohibited behavior, including sexual misconduct, in violation of this policy may face student conduct charges, which can result in serious consequences, such as suspension or expulsion. For more information, see **Disciplinary Process for Students who Commit Sexual Misconduct Section** of this policy.

#### **Prohibited Behavior:**

- Sexual misconduct, including but not limited to:
- Rape
- Sexual assault
- Sexual harassment
- Stalking
- Domestic violence
- Dating violence
- Unwanted sexual activity and/or contact
- Fondling
- Statutory rape
- Gender-based harassment
- Sex discrimination
- Retaliation against someone who has made a complaint about sexual misconduct
- Sexual exploitation
- Sexual coercion
- Other sexual violence
- Other sexually inappropriate behavior
- Attempting to commit sexual misconduct
- Aiding another person in committing sexual misconduct
- Knowingly violating an interim measure or sanction imposed by the College pursuant to this policy, such as a 'no contact' order, suspension, or other measures and/or sanctions deemed appropriate under the circumstances
- Knowingly filing a false report of any prohibited behavior

The above forms of sexual misconduct are defined in **Terminology and Definitions** Section of this policy.

### **How to Report Incidents of Sexual Misconduct**

In any instance of sexual misconduct, a student has the right to report the incident to the College, to campus security, to local law enforcement, to the State police, to any combination of these authorities, or to not report the incident at all.

### **Disclosing vs. Reporting**

Sometimes students wish to tell someone about an incident of sexual misconduct but aren't yet sure whether they wish to see official action taken against the individual who committed it. Students have the option to disclose (tell someone about) an incident without being obligated to file a formal report. Whether a student chooses to disclose or chooses to formally report an incident, the student has the right to be protected by the College from retaliation and the right to receive assistance and resources from the College.

The Title IX Coordinator is the person with whom a student would file a formal report regarding sexual misconduct, if the student wishes to do so. Upon receiving a formal report, the Title IX Coordinator begins an investigation into the incident and commences the student disciplinary process against the individual who committed the sexual misconduct, if that individual is a student of the College (or, if the individual is not a student, takes other appropriate action). The Title IX Coordinator will also offer the student assistance and resources.

Students can also make a formal report to the Title IX Coordinator even if they do not want an investigation to occur. Although the Title IX Coordinator is not a “confidential resource” in that same way as those Confidential Resources listed in the Terminology and Definitions Section of this policy, reporting an incident to the Title IX Coordinator while expressing one’s wish for no investigation to occur is known as a “confidential report” to the Title IX Coordinator. This is considered a “confidential report” in that the Title IX Coordinator will first ask the student’s permission before beginning an investigation and commencing the student disciplinary process. If the student declines to give permission, the Title IX Coordinator will honor the student’s decision and will not investigate the report, except in circumstances where failing to investigate would prevent the College from providing a safe and non-discriminatory environment for all members of the College community. In those cases, the student would not be obligated to participate in the investigation or the disciplinary process. Whatever the student decides, the Title IX Coordinator will still offer the student assistance and resources. More information about how to make this type of “confidential report” is provided in the **Terminology and Definitions Section**.

#### **Disclosing to Someone Other than the Title IX Coordinator**

Incidents can also be disclosed to College associates other than the Title IX Coordinator, if the student prefers to do so. Some College associates are required to notify the Title IX Coordinator when an incident of sexual misconduct is disclosed to them, in order to protect the safety of other people on campus and so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires. While these College associates cannot offer true confidentiality, they promise not to disclose more information to the Title IX Coordinator than necessary. The information disclosed will be limited to only the information needed to conduct an investigation (if the student permits) and to ensure student safety. More information about privacy is provided in the **Terminology and Definitions Section**.

Other College associates are not required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them. These College associates are known as “Confidential Resources”. Each campus has one Confidential Resource with whom students can speak with confidentially. These College associates can help students obtain assistance and resources without sharing a student’s confidential information with anyone else. Speaking to a Confidential Resource will not result in a formal report being made. More information about confidentiality and a list of the Confidential Resources for each campus is provided in the **Terminology and Definitions Section**.

Students can also disclose incidents to non-College officials, such as a local rape crisis center or a mental health counselor. A list of some local rape crisis centers and other community resources is provided in the Resources, Support Services, and Protection for Victims Section found at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf). You can also find local rape crisis centers and other community resources by dialing 2-1-1 or by calling the New York State Domestic & Sexual Violence Hotline (1-800-942-6906). These types of non-College officials provide confidentiality and can offer support and referrals to helpful services and resources. These persons are not affiliated with the College and have no obligation to notify the Title IX Coordinator about the incident.

#### **Making a Formal Report Confidentially and/or Anonymously**

In addition to the options described above in regard to privately or confidentially disclosing an incident of sexual misconduct, students also have several options for making a formal report. The Title IX Coordinator is the person with whom a student would file a formal report regarding sexual misconduct, if the student wishes to do so. Formal reports can be made to the Title IX Coordinator by:

- Making a report to the Title IX Coordinator in-person, via email, or via the online incident report form.
- Your campus Title IX Coordinator’s phone number and email address can be found above.

The online incident report form can be accessed at: <https://www.bryantstratton.edu/utilities/enoughisenough>

All reports of sexual misconduct made to all College associates will be handled with privacy. Students reporting instances of sexual misconduct – whether they are the victim, a friend, or a witness/bystander – can also make confidential and/or anonymous reports if they prefer to do so.

- Confidential reports can be made by telling the Title IX Coordinator that you do not want an investigation to occur, or by checking the boxed on the online incident report form labeled ‘I do not want an investigation to occur.’
- Important notes regarding “confidential reports”, whether made in-person or online:
  - While this reporting method is known as a “confidential report”, due to the nature of their responsibilities, the Title IX Coordinator is not truly a “confidential resource” in the same way as the Confidential Resources listed in the Terminology and Definition Section. As noted above, all information provided will be handled with the utmost privacy.
  - When a reporting individual formally reports an incident of sexual misconduct but expresses that he/she does not wish for the College to conduct an investigation, the College will typically honor that request. However, sometimes the College will be obligated to weigh such a request against the College’s duty to ensure the safety of others on campus. Some of the factors the College may consider in weighing a request to not investigate may include: whether the accused individual has a history of violent behavior or is a repeat offender; whether the incident represents escalation in unlawful conduct by the accused individual; the increased risk that the accused individual will commit additional acts of violence; whether the accused individual used a weapon and/or force; whether the reporting individual is a minor; and whether the institution possesses other means to obtain evidence (e.g., security footage) and whether available information reveals a pattern of perpetration at a given location or by a particular group. If the College determines that it cannot maintain a victim’s confidentiality and that an investigation is necessary, the student who reported the incident will be notified in writing, prior to the start of an investigation and will, to the extent possible, only share information with the 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.
  - Anonymous reports can be made by not including your name or email address when submitting the online incident report form.
- Important note regarding anonymous reports:
  - Individuals who wish to anonymously report an incident should be aware that their anonymity may inhibit the College’s ability to conduct a full investigation of the incident, provide support, and/or update the student regarding actions taken.

Regardless of how a student chooses to make a report, the College may not require a victim to participate in any investigation or disciplinary proceeding.

In the event that sexual misconduct has been committed by a non-member of the College community (including an unknown person or stranger), students may still report the incident to the College and receive support and protection. For a list of on-campus and off-campus resources and support services near your campus, see the below and for an expanded list of resources by location, please refer to the Resources, Support Services, and Protection for Victims in Section 6 of the Sexual Misconduct Policy Guide (New York State Locations) found at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf)

Students also have the option to make a report to law enforcement, either in addition to or as an alternative to making a report to the College.

Make a report to law enforcement by Contacting the New York State Police at 1-844-845-7269 or by Contacting local law enforcement in your area

## **Local Law Enforcement**

### **Albany**

New York State Police, Troop G, 518-783-3207

City of Albany Police Department, 518-462-8015

Albany County Sheriff, 518-765-2352

City of Schenectady Police Department, 518-382-5201

Schenectady County Sheriff, 518-388-4300

City of Troy Police Department, 518-270-4446

Rensselaer County Sheriff, 518-462-7451

### **Buffalo**

New York State Police, Troop A, 716-297-8730

City of Buffalo Police Department, 716-851-4471

Erie County Sheriff, 716-858-7608

New York State Police, Troop A, 716-297-8730

### **Amherst**

Town of Amherst Police Department, 716-689-1351

Erie County Sheriff, 716-858-7608

New York State Police, Troop E, 585-398-4107

### **Greece**

City of Rochester Police Department, 585-428-6720

Town of Greece Police Department, 585-865-9200

Monroe County Sheriff, 585-753-4177

### **Henrietta**

New York State Police, Troop E, 585-398-4107

City of Rochester Police Department, 585-428-6720

Monroe County Sheriff, 585-753-4177

New York State Police, Troop G, 518-783-3207

### **Saratoga / Malta**

City of Saratoga Springs Police Department, 518-584-1800

Village of Ballston Spa Police Department, 518-885-5033

Saratoga County Sheriff, 518-885-6761

New York State Police, Troop A, 716-297-8730

### **Southtowns**

Town of Orchard Park Police Department, 716-662-6444

Erie County Sheriff, 716-858-7608

New York State Police, Troop A, 716-297-8730

### **Syracuse**

City of Syracuse Police Department, 315-442-5250

Onondaga County Sheriff, 315-435-3044

New York State Police, Troop D, 315-366-6004

### **Syracuse North**

City of Syracuse Police Department, 315-442-5250

Village of Liverpool Police Department, 315-457-0722

Village of North Syracuse Police Department, 315-458-9870

Onondaga County Sheriff, 315-435-3044

## **Amnesty Policy for Alcohol and/or Drug Use**

Students should not be afraid to report an incident of sexual misconduct merely because they were drinking alcohol or using drugs at the time of the incident, whether they were a victim, witness, or bystander. Bryant & Stratton College has adopted an amnesty policy for alcohol and/or drug use in regard to incidents of sexual misconduct. The health and safety of every student at Bryant & Stratton College is of utmost importance. Bryant & Stratton 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 College associates. 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 associates or law enforcement will not be subject to the College'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.

## **Disclosures During Advocacy Events**

Individuals occasionally disclose information regarding sexual misconduct during a public awareness and/or advocacy event, such as candlelight vigils, protests, survivor speak-outs, Clothesline Project events, Take Back the Night events, Day of Unity events, and other similar public events. These events typically serve the purpose of empowering survivors and raising awareness about issues related to sexual violence, as opposed to serving as a forum in which formal reports are made. Accordingly, the College is not obligated to begin an investigation based on information disclosed at these events, however any individual always remains free to file a report with the College if they choose to do so. The College may use information provided at such events to inform its efforts for additional education and prevention efforts regarding sexual misconduct and sexual violence.

## **Campus Alerts**

When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the campus community, the College is obligated under federal law to issue a timely warning, in order to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals. See the Bryant & Stratton College Annual Fire and Security Report for more information on the Campus Emergency Notification System. This report can be found on the Bryant & Stratton College website at: <https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf>.

## **Campus Crime Data**

When the Title IX Coordinator receives reports of sexual misconduct and certain other crimes that occur in certain locations on and/or near campus, federal and New York State laws require the Title IX Coordinator to count the number of those reports for inclusion in the College's Jeanne Clery Campus and Security Survey and inclusion in the College's Annual Fire and Security Report. This is merely an anonymous tally – neither the identity of the reporting individual nor the specifics of the crime are included in these reports.

## **Resources, Support Services, and Protection for Victims**

Bryant & Stratton College is committed to supporting victims and survivors of sexual misconduct and sexual violence, regardless of when, where, or who committed the acts in question. In this section, the College has collected information and resources that may be helpful. If there are other resources that you or a friend might need, the College encourages you to reach out to your campus Title IX Coordinator, who can help obtain those resources. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in **Terminology and Definitions Section** of this policy. ***If you are in immediate danger at any point, call 911!***

## Obtaining Immediate Medical Attention

If you have been the victim of rape, sexual assault, domestic violence, or dating violence and are in need of immediate medical attention, please call 911 and/or consider visiting a hospital, urgent care center, or medical provider. A list of emergency medical facilities and other medical providers near each campus can be found in the **Resources, Support Services, and Protection for Victims Section** of the Sexual Misconduct Policy Guide (New York State Locations) found at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf). New York State law requires that all hospitals in the State offer forensic rape examinations (sometimes also called 'forensic sexual assault examinations' or simply 'rape kits'). Hospitals must notify the victim/survivor that they can choose to have the forensic rape exam and its related charges billed to the NYS Office of Victim Services at no cost to the victim/survivor. After the exam, you might receive other medical services or counseling services for which the hospital might charge you or bill your health insurance; if your insurance plan is through someone else (such as your parent), you are encouraged to tell hospital staff if you do not want your insurance policyholder to be notified about your access to these services.

Especially in incidents of rape or sexual assault, it may be important to receive a forensic examination as soon as possible in order to preserve evidence and/or to receive protection from sexually transmitted infections and pregnancy. To best preserve evidence, you should avoid showering, washing, changing clothes, discarding clothes, combing hair, or otherwise altering your physical appearance until the exam is complete, and you should seek an exam as soon as possible. Even if you don't want evidence to be collected, it is still recommended that you get examined by a doctor in order to address physical injuries, potential pregnancy, and possible exposure to sexually transmitted infections. For more information about what to do after an assault, please call the NYS Sexual Violence Hotline at 1-800-942-6906 (available 24/7/365) to be connected to your local rape crisis center or visit the National Sexual Violence Resource Center website at [www.nsvrc.org](http://www.nsvrc.org).

More information regarding forensic examinations and sexually transmitted infections, as well as other resources available through the New York State Office of Victim Services, is available through your campus Title IX Coordinator or by contacting the New York State Office of Victim Services directly: 1-800-247-8035 or <https://ovs.ny.gov/contact-us>.

## On-Campus and Off-Campus Resources and Support Services

Individuals who have been subjected to sexual misconduct also often need other types of support. Even if you think you are okay and that you don't need help, the College encourages you to reach out to someone. The College's on-campus resource is the Title IX Coordinator, listed above. In addition, there are various off-campus resources that you can use if you prefer not to seek help from on-campus resources. This list of on-campus and off-campus resources for each Bryant & Stratton College New York State campus, including counselors, advocates, and community resources can be found at [https://www.bryantstratton.edu/pdf/NY\\_Sexual\\_Misconduct\\_Policy.pdf](https://www.bryantstratton.edu/pdf/NY_Sexual_Misconduct_Policy.pdf). If you have any questions or aren't sure where to go, your campus Title IX Coordinator can help point you in the right direction.

The above is only a brief listing of the resources available to you. You can find many more resources by dialing 2-1-1 for free, confidential help finding an extensive list of resources, including law enforcement & public safety assistance, legal services, hospitals that conduct sexual assault forensic exams, confidential counseling services, and more. 2-1-1 is available 24/7, and many of the resources to which they can refer you also are available 24/7, are confidential, and are low-cost or free of charge.

## Protections and Campus Accommodations

In addition to the above on-campus and off-campus resources, the College is prepared to offer you certain protections and reasonable campus accommodations. Below is a list of protections and campus accommodations that may be available, if appropriate. To request any of the below protections and/or campus accommodations, please contact your campus Title IX Coordinator. Your Title IX Coordinator will then make the necessary arrangements, including coordinating with other campus offices as needed, in order to maintain your privacy. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided above.

- Having the College issue a 'no contact' order against the individual
  - A 'no contact' order requires that if the accused, victim, or reporting individual observes each other in a public place, it will be the responsibility of the accused to leave area immediately and without directly contacting the reporting individual and/or victim. If necessary, the College may establish a schedule for the accused and the reporting individual to access College buildings and property at separate times. Violating the 'no contact' order could subject the accused to additional consequences and/or the involvement of law enforcement.
  - 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 the 'no contact' order, including potential modification and will be allowed to submit evidence in support of their his or her request.
- Assistance from College associates in obtaining an order of protection or restraining order from law enforcement against the accused individual.
  - Orders of protection and restraining orders are similar to 'no contact' orders, except that they are imposed by the local police, not by the College. If an accused individual violates an order of protection or restraining order, they could be arrested. The College reserves the right to impose consequences on accused individuals who violate orders of protection and restraining orders, such as imposing additional conduct charges and/or subjecting the accused to interim suspension.
- Assistance from College campus security in calling on & assisting law enforcement in effecting an arrest when the accused individual violates an order of protection
- When the accused individual 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 medication, and shall be allowed to submit evidence in support of his or her request.
  - Determinations of whether a student poses a continuing threat to the health and safety of the College community are made by individuals at each campus. In making such determinations, these individuals act in good faith and takes into consideration:
    - Whether the accused individual has a history of violent behavior or is a repeat offender
    - Whether the reporting individual is a minor
    - The nature of the allegation in question
    - Subsequent behavior occurring after the allegation
    - The potential risk of harm or disruption to the campus community and the reporting individual
    - Other relevant factors, such as whether the alleged behavior represents an escalation in behavior from past incidents, the possession and/or use of a weapon and/or force, whether the College possesses other means to obtain evidence (e.g. security footage), whether available information reveals a pattern of perpetration at a given location or by a particular group and whether alternatives to interim suspension are available.

- When the threat posed implicates mental health issues, the student will be required to provide the College with documentation from an appropriate healthcare provider in order to return to campus. Additional safety precautions may also be taken where the College deems it necessary.
- When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the campus community, the College is obligated under federal law to issue a timely warning, in order to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals.
- Obtaining reasonable and available interim measures and accommodations for changes in the individual's academics, housing, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid a hostile environment consistent with the College's policies and procedures.
- Other protections, services, and accommodations that may be appropriate

### **Disciplinary Process for Students who Commit Sexual Misconduct**

When a student commits or is believed to have committed sexual misconduct – whether committed against another student, other member of the campus community, or non-member of the campus community – the student will likely face student conduct charges and be subjected to the College's disciplinary process. All accused students are entitled to a presumption of 'not responsible' (not guilty), and all processes will be conducted in a fair, impartial, thorough, and timely manner. At all times, the burden of proof is on the College to establish that the alleged violation of this policy was committed by the student in question. The standard of evidence required in both the Student Conduct Hearing and in the Appeal Hearing, if one is sought, is a preponderance of evidence. 'Preponderance of evidence' means that the relevant Code of Conduct committee must decide in favor of the party that, as a whole, has the stronger evidence that the violation was or was not committed, however slight the edge over the other party's evidence may be. 'Preponderance of evidence' is sometimes described as 'more likely than not' or '51% probability'. The evidence should be sufficient to incline a fair and impartial mind to one side of the issue over the other, but it is not necessary for that mind to be completely free from all reasonable doubt. 'Preponderance of evidence' is a different and lesser standard of evidence than that used in criminal proceedings; rather, it is the standard of evidence often used in civil court proceedings.

### **Student Conduct Committee Process**

Reports of potential and actual violations of this policy, as listed and described in **Prohibited Behavior Section** above, will be processed as follows. All written notifications referenced below will be provided by College associates to students in a manner that requires the Charged Student to acknowledge receipt, such as certified mail or email, return receipt requested or hand delivery with a signed receipt.

- All submitted incident reports regarding incidents of sexual misconduct will be reviewed by the Title IX Coordinator.
- The Title IX Coordinator may not have a conflict of interest or bias against the accuser or the accused students and must appoint a designee if a conflict exists.
- If appropriate, the Title IX Coordinator (or his/her designee) will conduct an investigation into the incident reported. Students who have reported an incident of sexual misconduct – whether done so privately, confidentially, or anonymously – have the option of requesting that the College not conduct an investigation; however, under certain circumstances, the College may determine that an investigation is necessary to protect the health and safety of other students. When the College determines that an investigation is necessary, the student who submitted the incident report will be notified in writing. Students who have anonymously submitted a report regarding an incident of sexual misconduct should be aware that their anonymity may inhibit the College's ability to conduct a full investigation of the incident and/or communicate with the student regarding actions taken.

- Any investigation conducted will be done so in a fair, impartial, thorough, and timely manner. If, upon investigation, it is determined that a student may have violated the policies described in this policy, the Title IX Coordinator will file student conduct charges against the student and schedule a Student Conduct Hearing on the alleged violation, to be held at a campus location and date determined by the Title IX Coordinator. The date selected by the Title IX Coordinator will be timely in that it will provide an accused student a reasonable amount of time to prepare for the Student Conduct Hearing while also not constituting an unreasonable delay in resolving the charges. When an alleged violation involves more than one student, or when more than one violation is alleged to have been committed by a student, the Title IX Coordinator may determine, in his/her discretion, to schedule separate Student Conduct Hearings.
- When the Title IX Coordinator files student conduct charges against a student, the Title IX Coordinator will promptly notify such student in writing of the facts of the allegations made against him/her, the specific College policy violation committed by the student if the alleged facts are determined to have occurred, the time and date on which the violation allegedly occurred, possible consequences and/or sanctions against the student for such violation, information regarding how the student can dispute the violation alleged (including the date, time, and location of a Student Conduct Hearing at which the student will be entitled to present evidence), and what (if any) temporary measures will be imposed upon the student while the Student Conduct Hearing is in progress (e.g., temporary suspension). Where the alleged violation involves sexual misconduct, the written notice will also notify the student of his/her right to be accompanied at the Student Conduct Hearing by an advisor of his/her choice.
- The Student Conduct Hearing will be conducted in a fair, impartial, and thorough manner. The Student Conduct Hearing will be presided over by a panel of impartial individuals selected by the Title IX Coordinator. The panel will hear all evidence presented on the alleged violation. During the Student Conduct Hearing, the accused student will have the opportunity to present evidence in his/her defense and to be accompanied by an advisor of his/her choice. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct may, if he/she desires, also have the opportunity to present evidence of the incident and to be accompanied by an advisor of his/her choice.
- After all evidence has been presented in the Student Conduct Hearing, the panel will render a decision as to whether the accused student is 'responsible' (guilty) or 'not responsible' (not guilty) for the violation and will impose consequences and/or sanctions on an accused student found 'responsible', if appropriate. If the accused student fails to or declines to attend the Student Conduct Hearing, the Student Conduct Hearing will be held without the accused student present and the panel may reach a decision of 'responsible' and impose consequences and/or sanctions even in the accused student's absence. A full and fair record of the Student Conduct Hearing will be preserved and maintained by the College for five years.
- The Student Conduct Hearing panel's decision regarding the accused student's responsibility and the imposed consequences/sanctions (if any), including the rationale in support of such consequences/sanctions, will be provided to the accused student in writing within five days of the Student Conduct Hearing. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.
- In addition to the written notification of the panel's decision and the imposed consequences/sanctions (if any), an accused student found 'responsible' will also receive written notice regarding his/her right to appeal the panel's decision and/or imposed consequences/sanctions. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.

- An accused student found 'responsible' may commence his/her appeal by following the procedures described in the paragraphs titled 'Appeals Process' below. An appeal may also be commenced by the individual who reported the incident and/or was subjected to the alleged sexual misconduct by following the same procedures. In the event an appeal is requested, the Student Conduct Hearing panel's decision will be protected from public release by the College until the Appeals Process is complete and final, unless the law requires otherwise; however, the students involved may choose whether or not to discuss or disclose the outcome of the Student Conduct Hearing.
- If a student does not commence an appeal within the required timeframe (i.e., ten business days from receiving written notification of the Student Conduct Hearing panel's decision), then the Student Conduct Hearing panel's decision will be final.

### Appeals Process

Any student found 'responsible' by a Student Conduct Hearing panel may appeal the panel's decisions, including its determination of responsibility and/or the consequences/sanctions imposed. An appeal may also be requested by the individual who reported the incident and/or was subjected to the alleged sexual misconduct.

If a student wishes to appeal the decision of the Student Conduct Hearing panel, whether in regard to its determination of responsibility or its imposed consequences/sanctions, the student must submit a written request for an appeal to the Title IX Coordinator within ten business days (i.e., weekdays) of receiving written notification of the panel's decision. The written request for appeal must include a brief statement of whether the student objects to the Student Conduct Hearing panel's determination of responsibility, the imposed consequences/sanctions, or both, as well as include a brief statement of the student's argument(s) as to why the Student Conduct Hearing panel's determination of responsibility and/or imposed consequences/sanctions were inappropriate. Upon receiving the student's written request for appeal, the Title IX Coordinator will schedule an Appeal Hearing, to be held in a timely manner at a campus location and date determined by the Title IX Coordinator. Upon scheduling the Appeal Hearing, the Title IX Coordinator will provide written notification of the location, date, and time to the students involved.

The Appeal Hearing will be conducted in a fair, impartial, and thorough manner. The Appeal Hearing will be presided over by a panel of impartial individuals selected by the Title IX Coordinator. No individual who served on the Student Conduct Hearing panel is allowed to serve on the Appeal Hearing panel. The panel will hear all arguments presented in regard to whether the Student Conduct Hearing panel's decisions were appropriate. After all arguments have been presented, the Appeal Hearing panel will render a decision on the appealed issues and, if appropriate, impose revised consequences/sanctions on a student. Within five days of the Appeal Hearing, the students involved will receive written notification of the Appeal Hearing panel's decision and the rationale for such decision. The Appeal Hearing panel's decisions are final and are not subject to further appeal.

### Possible Sanctions

The following possible sanctions may be imposed as a result of a Student Conduct Hearing and/or an Appeal Hearing. In addition, if at any point (whether during or prior to any such hearing) a student's presence on campus creates a threat to the health, safety, and/or well-being of other students or other members of the College community, the College reserves the right to immediately suspend that student from campus until the time of the Student Conduct Hearing and/or Appeal Hearing.

The following list of possible consequences/sanctions is not exhaustive, and these consequences/sanctions may be imposed singularly or in any combination. Different and/or additional consequences or sanctions may be imposed by a Student Conduct Hearing panel and/or Appeal Hearing panel as the panel members may deem appropriate. Pursuant to New York State law, all students involved – both the accused and the victim – will receive written notice of any imposed consequences/sanctions and the rationale in support of such consequences/sanctions.

- No Consequences/Sanctions: Where the Student Conduct Hearing panel (and/or the Appeal Hearing panel, in the event an appeal is sought) determines that a student is 'not responsible', the student conduct charges against the student will be dismissed and the student's name will be cleared.
- Written Warning: A notice in writing 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. Violation of any College rules or policies during a probationary period may result in the imposition of additional and/or more severe disciplinary sanctions.
- Discretionary Sanctions: Work assignments, essays, or other discretionary assignments.
- Loss of Privileges: Denial of specified privileges for a designated period of time.
- Restitution: Financial reimbursement for damages to property.
- Community Service: A stated number of hours, set in writing, of donated service.
- Permanent 'No Contact' Order: A permanent 'no contact' order (effective for the duration of the student's enrollment at the College) requiring the student found 'responsible' to stay away from the student against whom he/she has committed misconduct. This may be imposed in addition to any interim 'no contact' order already issued.
- Residence Hall Suspension: Separation of the student from the residence halls for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Residence Hall Expulsion: Permanent separation of the student from the residence halls.
- College Suspension: Separation of the student from the College for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified. This sanction automatically results in a Transcript Notation sanction.
- Disciplinary Dismissal from the College (Expulsion): Permanent termination of status as a student of the College. This sanction automatically results in a Transcript Notation sanction.
- Transcript Notation: 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)(i)(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," as appropriate. For a charged student who withdraws from the College while such charges are pending, and declines to complete the disciplinary process, Bryant & Stratton will make a notation stating "Withdrew with conduct charges pending." Transcript notations regarding expulsion, suspension and withdrawal shall be permanent. Suspended students may appeal such notation and seek its removal after one year after conclusion of the suspension. A student subjected to suspension or expulsion, and by extension subjected to an automatic transcript notation, may appeal this sanction by commencing the appeals process within the required timeframe (see paragraphs entitled 'Appeals Process' above). If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.
- Other consequences and/or sanctions as deemed appropriate by the Student Conduct Hearing panel and/or Appeal Hearing panel.



## **Student Rights**

The following rights are guaranteed to students by New York State's "Enough Is Enough" law. Please read them carefully. If you have any questions, you can always ask your campus Title IX Coordinator. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in Terminology and Definitions Section. The rights listed in the Student Bill of Rights will also be discussed with you and/or provided to you when you disclose or report an incident of sexual misconduct to any College associate, whether they are a confidential resource or an associate who can guarantee privacy.

## **Student Bill of Rights**

All students have the right to:

- 1 Make a report to local law enforcement and/or the State Police;
- 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 student conduct process and/or criminal justice process free from pressure by the College;
- 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 College courteous, fair, and respectful 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 College associates as practicable and not be required to unnecessarily repeat a description of the incident;
- 8 Be protected from retaliation by the College, any student, the accused and/or their friends, family, and acquaintances within the jurisdiction of the College;
- 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, or accused individual, throughout the student 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 student conduct process of the College.

## **Additional Rights**

All reporting individuals are further advised of their right to:

- Notify College campus security, local law enforcement, and/or State Police;
- Have emergency access to a Title IX Coordinator or other College associates trained in interviewing victims of sexual assault who will be available upon the first instance of disclosure by the reporting individual to provide information regarding options to proceed and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; to explain that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violates New York State criminal laws should be addressed to law enforcement or to the local district attorney; and to explain whether he/she is able to offer the reporting individual confidentiality or privacy and to inform the reporting individual of other reporting options;
- Disclose confidentially the incident to College associate, who may offer privacy and/or confidentiality in accordance with applicable laws, as appropriate, and who can assist in obtaining services and resources for reporting individuals;
- Disclose confidentially the incident and obtain services from the State or local government;

- File a report of sexual assault, domestic violence, dating violence, and/or stalking; have the right to consult the Title IX Coordinator and other appropriate College associate for information and assistance; and have the right to have reports investigated in accordance with College policy, including the right that the reporting individual's identity will remain private at all times if the reporting individuals wishes to maintain privacy;
- Disclose, if the accused is an employee of the College, the incident to the College's Head of Human Resources and/or have the right to request that a confidential or private employee assist in reporting the incident to the Head of Human Resources;
- Receive assistance from College associates in initiating legal proceedings in family court or civil court;
- Withdraw a complaint or withdraw from involvement in the College student conduct process at any time.

## **Bryant & Stratton College will ensure that every student is afforded the following rights:**

- The right to request that student conduct charges be filed against the accused in proceedings governed by New York State's "Enough Is Enough" law (Education Law 129-B) and the procedures established by the College in this policy;
- The right to a process in all student conduct cases where a student is accused of sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct that violates this policy, that includes, at a minimum:
- notice describing the date, time, location, and factual allegations concerning the violation; reference to the specific policy provisions alleged to have been violated; and possible sanctions for the violation;
- an opportunity to offer evidence during an investigation, and to present evidence and testimony at a student conduct hearing, where appropriate, and to have access to a full and fair record of any such hearing; and
- access to at least one level of appeal of a determination before a panel that is fair and impartial and does not include individuals with a conflict of interest.
- Throughout proceedings involving such an accusation, the right for both the reporting individual and the accused:
- to be accompanied by an advisor of choice who may assist and advise throughout the student conduct process, including during all meetings and hearings related to the process;
- to a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the accused (including the right to a presumption that the accused is 'not responsible' until a finding of responsibility is made pursuant to New York State's "Enough Is Enough" law and the College's policies described in this policy), and other issues including but not limited to domestic violence, dating violence, stalking, and sexual assault;
- to an investigation and student conduct process that is fair, impartial, and provides a meaningful opportunity to be heard, and that is not conducted by individuals with a conflict of interest;
- to have the College's student conduct process run concurrently with a criminal justice investigation and proceeding, except where law enforcement requests a temporary delay in order to gather evidence;
- to review and present relevant available evidence in the case file or otherwise in the possession or control of the College;
- to exclude their own prior sexual history with persons other than the other party in the student conduct process and/or their own mental health diagnosis and treatment from admittance in the stage of College's student conduct proceedings where responsibility is determined;

- to receive written advance notice of:
- any meeting he/she is required or eligible to attend
- any specific rule or law alleged to have been violated and in what manner
- the consequences and/or sanctions that may be imposed as a result of the student conduct process; and
- the determination of the student conduct hearing panel and the rationale for any consequences/sanctions imposed;
- to make an impact statement during the point of student conduct proceedings where appropriate consequences/sanctions are being determined;
- to be informed of the possible consequences/sanctions that may be imposed upon the outcome of the student conduct process; to simultaneous written notification of the outcome of the student conduct process, including any consequences/sanctions actually imposed; and the rationale for the consequences/sanctions actually imposed;
- to choose whether to disclose or discuss the outcome of the student conduct process; and
- to have all information obtained during the course of the student conduct process be protected from public release until the student conduct appeals panel makes a final determination (unless federal and/or State law requires otherwise).

### **SEXUAL MISCONDUCT POLICY – OHIO, VIRGINIA AND WISCONSIN CAMPUSES**

This policy describes Bryant & Stratton College's position, policies, and procedures regarding incidents of sexual misconduct affecting students attending the College's locations in Ohio, Virginia and Wisconsin. **Some of the language used in this document is explicit and some people may find it uncomfortable, but it is important that we properly define certain terms so that the meaning is clear.**

#### **Statement of Purpose**

Bryant & Stratton College is committed to promoting a learning and working environment where all members of the College community feel safe and respected. Acts of sexual misconduct are contrary to the College's educational mission and values, are harmful to others, and will not be tolerated by Bryant & Stratton College. This policy prohibits sexual violence, sexual harassment, sexual misconduct, and other related offenses in all College programs and activities. Conduct prohibited by this policy may also violate federal and/or State laws enforced through the criminal justice system. Individuals are free to pursue action under this policy and through the criminal justice system simultaneously. The College takes seriously all reports of sexual misconduct and promises to promptly and fairly respond to all reports of misconduct in a manner intended to eliminate the misconduct, prevent its recurrence, and address its impact on affected individuals and the College community. All College proceedings conducted in regard to alleged violations of this policy will be done so in a timely and equitable process that provides adequate notice and a meaningful opportunity for all parties to be heard

#### **Scope of this Policy**

This policy intends to address conduct prohibited under federal laws, including Title IX, the Clery Act, and the Violence Against Women Act, as well as under State law. This policy applies to all College community members – including students, faculty, staff, other employees, and independent contractors – attending, working, or otherwise interacting with the College's campuses outside of the State of New York and its Online Education (Ohio Campuses (Parma, Eastlake, Akron and Cleveland), Virginia Campuses (Richmond, Hampton and Virginia Beach), and Wisconsin Campuses (Milwaukee, Wauwatosa, Bayshore and Racine). The College will receive and address reports received from any individual, whether or not he/she is affiliated with Bryant & Stratton College, that a College community member has violated this policy. Vendors, contractors, visitors, and others who conduct business with the College or on College property are likewise expected to comply with this policy. The prohibitions and protections in this policy apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

The prohibitions and protections in this policy apply regardless of whether the violation occurs on campus or off campus. Members of the College community who commit acts of sexual misconduct will be disciplined appropriately and pursuant to College policy. This policy describes protections specifically for students who are subjected to sexual misconduct as well as disciplinary procedures specifically relevant to students who commit sexual misconduct. The actions the College is empowered to take against an individual who commits sexual misconduct may vary or be limited when that individual is not a member of the College community; however, whenever a member of the College community is subjected to sexual misconduct, regardless of the status of the individual who committed it, the College will continue to provide support, resources, and protection to the affected community member. At all times, Bryant & Stratton College will cooperate with and assist in law enforcement investigations whenever appropriate and requested to do so.

#### **Terminology and Definitions**

Certain definitions within this section contain very graphic language and may be disturbing to some individuals.

The following terms are used throughout this policy and may be heard during conversations with College associates and/or during student conduct proceedings. Due to the sensitive and sometimes violent nature of incidents involving sexual misconduct, the following definitions are provided for informational use by students and for guidance in the investigation and processing of alleged violations. It is possible that a particular action may constitute sexual misconduct even if not specifically mentioned in these definitions.

If you have any questions about what these terms mean or whether they apply to certain situations, please feel free to talk to your campus Title IX Coordinator. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in this section. Any questions about whether a specific incident violates our state's criminal laws should be addressed to law enforcement or to the local district attorney.

## **Sexual Activity**

Sexual activity has the same meaning as “sexual acts” and “sexual contact” as provided in U.S.C. 2246 (2) and U.S.C. 2246 (3). These terms are defined as follows:

- Sexual act
  - Contact between the penis and the vulva or between the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight;
  - Contact between the mouth and the penis, mouth and the vulva, or the mouth and the anus.
  - Penetration, however slight, of the anal or genital opening of another person by a hand, or finger, or by any object, with the intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; or
  - Intentional touching, not through clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.
- Sexual contact
  - Intentional touching, either directly or through clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, arouse, or gratify the sexual desire of any person.

## **Sexual Misconduct**

- Sexual misconduct is a broad term that encompasses a range of behaviors. Sexual misconduct can occur between people who know each other, people who have an established relationship, people who have engaged in consensual sexual activity before, and people who don't know each other. Sexual misconduct can be committed by persons of any gender or gender identity, and it can occur between people of the same sex or different sex. Sexual misconduct includes but is not limited to:
- Sexual assault
  - Unwanted sexual activity and/or unwanted sexual contact that has not been Affirmatively Consented to by one or more of the participants, as defined in this section, including but not limited to:
  - Rape (as defined in accordance with the Federal Bureau of Investigation's Uniform Crime Reporting Program and listed in C.F.R. §668.46)
  - The penetration, no matter how slight, of a person's 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.
- Sexual coercion
  - Using verbal pressure to compel another person to engage in sexual activity that he/she would otherwise not consent to, including but not limited to telling lies, threatening to spread rumors, and engaging in verbal abuse.
- Fondling
  - Touching the private body parts of another person, without that person's consent, for the purpose of sexual gratification.
- 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 legal age of consent.
- Sexual exploitation
  - Engaging intentionally in exploitive behavior including but not limited to:
    - Observing another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person observed, or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;

- Making, sharing, posting, streaming, or otherwise distributing any image, photography, video, or audio recording depicting or otherwise recording another person when that person is nude, in their undergarments, partially clothed, or engaged in sexual activity without the knowledge and consent of the person depicted or recorded;
- Exposing one's genitals to another person without the consent of that person;
- Exposing another person to a sexually transmitted infection without the knowledge and consent of the person exposed;
- Causing another person to become incapacitated with the intent of making that person vulnerable to non-consensual sexual activity or sexual exploitation.
- Stalking
  - Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or would cause a reasonable person to suffer substantial emotional distress.
- Domestic violence
  - A felony or misdemeanor crime of violence, including but limited to acts of sexual violence, sexual abuse, physical abuse, or the threat of any such abuse, committed by:
    - a current or former spouse,
    - a person with whom you share a child in common,
    - a person with whom you live or have lived as a spouse or intimate partner, 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.
  - Including acts of sexual violence, sexual abuse, physical abuse, the threat of any such abuse.
- Dating violence
  - Violence committed by a person who 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 relations.
- Gender-based harassment
  - Unwelcome conduct of a non-sexual nature based upon a person's actual or perceived sex, including conduct based on gender identity, gender expression, and non-conformity with gender stereotypes.
- Hate crime
  - Any crime that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim. For the purposes of this policy, the categories of bias include the victim's (actual or perceived): race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, or disability.
- Sexual harassment
  - Unwelcome conduct of a sexual nature that is sufficiently severe, persistent, or pervasive as to limit a student's ability to participate in or benefit from an education program or as to create a hostile or abusive educational environment, including but not limited to:
  - Unwelcome sexual flirtations or propositions for sexual activity
  - Unwelcome demands for our suggestions of sexual favors, including but not limited to repeated unwelcome requests for dates.

- Sexual exploitation
  - Offering employment or educational benefits in exchange for sexual favors
  - Threatening or taking negative action in the event of having sexual advances denied and/or after having sexual advances denied, such as a professor threatening to fail a student unless the student agrees to date the professor
  - Graphic verbal comments about an individual's body or appearance
  - Spreading sexual rumors
  - Touching an individual's body or clothing (including one's own) in a sexual way, such as grabbing, brushing against, patting, pinching, bumping, rubbing, kissing, fondling, etc.
  - Displaying or sending sexually suggestive drawings, images, pictures, written materials, cartoons, letters, notes or objects in the work/educational environment, regardless of medium.
  - Cornering or blocking of normal movement.
  - Sex discrimination and/or gender discrimination
  - Treating an individual unfavorably or adversely based upon that individual's sex and/or gender in the context of educational or employment activities, programs, or benefits, such as in admissions, hiring, selection for and/or participation in projects, teams, or events, provision of wages or benefits, selection for promotions, etc.
  - Other sexual violence
  - Other inappropriate behavior of a sexual nature

### Retaliation

Taking adverse action against an individual for making a good faith report of prohibited behavior, for participating in any investigation or proceeding into such behavior, and/or otherwise cooperating with the College's efforts to prevent and remediate sexual misconduct in its community, including but not limited to engaging in intimidation, threats, coercion, and/or adverse actions regarding education or employment.

- Retaliation does not exist where an individual pursue actions in good faith in response to a report of prohibited behavior, such as an accused individual offering evidence in his/her own defense.
- Retaliation may be committed by an accused individual, a reporting individual, or any other person or group of persons.
- Retaliation may exist event where an underlying report that was made in good faith was found to be unsubstantiated by evidence and/or the accused individual was determined to be 'not responsible'.

### Affirmative consent

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 the 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.

- Important guidance regarding consent...
- 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 either person involved in 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.

### Title IX Coordinator

Each location has a Title IX Coordinator. Each Title IX Coordinator is responsible for coordinating the College's prevention of and response to sexual harassment and sexual violence, as well as for addressing any questions or inquiries regarding how Bryant & Stratton College applies federal Title IX law and regulations.

- The Title IX Coordinator has many responsibilities as part of his/her job of ensuring the College complies with the law. The Title IX Coordinator has the primary responsibility for:
  - Receiving complaints regarding sexual misconduct;
  - Providing information to students about resources and support services available;
  - Directing investigations into incidents of sexual misconduct;
  - Issuing interim protective measures and arranging requested accommodations;
  - Initiating student conduct charges against students who have committed sexual misconduct;
  - Ensuring the student conduct process is handled the right way;
  - Overseeing student compliance with consequences and sanctions imposed through the student conduct process;
  - Collecting statistics regarding the prevalence of sexual misconduct on campus;
  - Conducting annual surveys of the campus community regarding sexual misconduct; and
  - Overseeing education and training programs relating to sexual misconduct.
- The Title IX Coordinator is the person with whom you would file a formal report regarding sexual misconduct. You can also privately tell the Title IX Coordinator about incidents of sexual misconduct even if you do not want to file a formal report. You can also disclose those incidents to other College associates, if you prefer.
- All College associates –are required to notify the Title IX Coordinator when a student discloses an incident of sexual misconduct to them so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires to do so and in order to protect the safety of other people on campus. Those College associates would only provide the Title IX Coordinator with the necessary information, and the student's privacy would be maintained at all times. More information about privacy is provided in this section.

### The Title IX Coordinator for each location is as follows:

#### Ohio Campuses

Akron:	Registrar
Cleveland Downtown:	Registrar
Eastlake:	Registrar
Parma:	Registrar

#### Virginia Campuses

Richmond:	Senior Academic Advisor
Virginia Beach:	Dean of Student Services
Hampton:	Dean of Student Services

#### Wisconsin Campuses

Milwaukee:	Dean of Student Services
Wauwatosa:	Dean of Student Services
Bayshore:	Dean of Student Services

All of the campus Title IX Coordinators are supervised by the Campus Director (or his/her designee) at their local campus.

### **Examples of individuals who can offer confidentiality:**

- Medical providers
- Lawyers providing legal advice
- Licensed mental health counselors, psychologists, and social workers
- Pastoral counselors (e.g., priests and other clergy members)
- Local rape crisis centers and other confidential community resources can be found in the Annual Fire and Security Report at <https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf>
- While these off-campus counselors and advocates may maintain a victim's confidentiality by not informing the College, they may have other obligations under State law.
- As noted above, when a victim speaks to an off-campus individual offering confidentiality, the College may be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator. In those circumstances, confidential counselors and advocates will still assist the victim in receiving other necessary protections and support, such as victim advocacy services, academic support or campus accommodations, disability services, health or mental health services, and changes to living, working, or course schedules.
- At any time, a victim who initially requests confidentiality may also decide to file a formal disciplinary complaint with the school and/or report the incident to campus security, law enforcement, and/or State Police, and have the incident fully investigated.
- 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 would not include the victim's name or any information that identifies the victim.

### **Privacy**

- Privacy can be offered by a College associate who is unable to offer confidentiality due to their legal obligation to report known incidents of sexual assault or other crimes to the Title IX Coordinator. Even College associates who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.
- Any College associate who is not considered a confidential resource, including your campus Title IX Coordinator, is considered a College associate who will guarantee privacy.

### **Accused**

- A person accused of sexual misconduct or another violation of this policy.

### **Bystander**

- Bystander includes any person who witnesses or learns about sexual misconduct or another violation of this policy who is not themselves the victim or person subjected to the sexual misconduct.
- Bystanders are welcome and encouraged to report incidents of sexual misconduct that they have witnessed or learned about.
- If your friend is a victim of sexual misconduct, please encourage them to reach out for help. A list of on-campus and off-campus resources available to victims can be found in this document and in the Annual Fire and Security Report at: <https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf>

### **Reporting individual**

- Reporting individual includes any person who is a victim, survivor, complainant, and other individuals who were subjected to sexual misconduct, and then report it.

### **Prohibited Behavior**

Bryant & Stratton College is a place of academic learning, and its community members are expected to behave accordingly. The following behaviors are considered specific and serious violations of this policy. Violations of this policy can occur both on-campus and off-campus and may also include other unacceptable conduct not specifically listed below. Any possible or known violation of this policy may result in the College conducting an investigation; in certain instances, the College is obligated by federal and/or State law to conduct an investigation into these behaviors. Students believed to have committed prohibited behavior, including sexual misconduct, in violation of this policy may face student conduct charges, which can result in serious consequences, such as suspension or expulsion. For more information, see **Disciplinary Process for Students who Commit Sexual Misconduct Section** of this policy.

### **Prohibited Behavior:**

- Sexual misconduct, including but not limited to:
- Rape
- Sexual assault
- Sexual harassment
- Stalking
- Domestic violence
- Dating violence
- Unwanted sexual activity and/or contact
- Fondling
- Statutory rape
- Gender-based harassment
- Sex discrimination
- Retaliation against someone who has made a complaint about sexual misconduct
- Sexual exploitation
- Sexual coercion
- Other sexual violence
- Other sexually inappropriate behavior
- Attempting to commit sexual misconduct
- Aiding another person in committing sexual misconduct
- Knowingly violating an interim measure or sanction imposed by the College pursuant to this policy, such as a 'no contact' order, suspension, or other measures and/or sanctions deemed appropriate under the circumstances
- Knowingly filing a false report of any prohibited behavior

The above forms of sexual misconduct are defined in **Terminology and Definitions** Section of this policy.

### **How to Report Incidents of Sexual Misconduct**

In any instance of sexual misconduct, a student has the right to report the incident to the College, to campus security, to local law enforcement, to the State police, to any combination of these authorities, or to not report the incident at all.

## Disclosing vs. Reporting

Sometimes students wish to tell someone about an incident of sexual misconduct but aren't yet sure whether they wish to see official action taken against the individual who committed it. Students have the option to disclose (tell someone about) an incident without being obligated to file a formal report. Whether a student chooses to disclose or chooses to formally report an incident, the student has the right to be protected by the College from retaliation and the right to receive assistance and resources from the College.

The Title IX Coordinator is the person with whom a student would file a formal report regarding sexual misconduct, if the student wishes to do so. Upon receiving a formal report, the Title IX Coordinator begins an investigation into the incident and commences the student disciplinary process against the individual who committed the sexual misconduct, if that individual is a student of the College (or, if the individual is not a student, takes other appropriate action). The Title IX Coordinator will also offer the student assistance and resources.

Students can also make a formal report to the Title IX Coordinator even if they do not want an investigation to occur. Although the Title IX Coordinator is not a confidential resource, reporting an incident to the Title IX Coordinator while expressing one's wish for no investigation to occur is known as a "confidential report" to the Title IX Coordinator. This is considered a "confidential report" in that the Title IX Coordinator will first ask the student's permission before beginning an investigation and commencing the student disciplinary process. If the student declines to give permission, the Title IX Coordinator will honor the student's decision and will not investigate the report, except in circumstances where failing to investigate would prevent the College from providing a safe and non-discriminatory environment for all members of the College community. In those cases, the student would not be obligated to participate in the investigation or the disciplinary process. Whatever the student decides, the Title IX Coordinator will still offer the student assistance and resources. More information about how to make this type of "confidential report" is provided in **Terminology and Definitions Section** of this policy.

## Disclosing to Someone Other than the Title IX Coordinator

Incidents can also be disclosed to College associates other than the Title IX Coordinator, if the student prefers to do so. Some College associates are required to notify the Title IX Coordinator when an incident of sexual misconduct is disclosed to them, in order to protect the safety of other people on campus and so that the Title IX Coordinator can reach out to the student to offer help, support, and information about filing a formal report if the student desires. While these College associates cannot offer true confidentiality, they promise not to disclose more information to the Title IX Coordinator than necessary. The information disclosed will be limited to only the information needed to conduct an investigation (if the student permits) and to ensure student safety. More information about privacy is provided in the **Terminology and Definitions Section** of this policy.

Students can also disclose incidents to non-College officials, such as a local rape crisis center or a mental health counselor. A list of some local rape crisis centers and other community resources is provided in the Annual Fire and Security Report found on the College's website at <https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf>. You can also find local rape crisis centers and other community resources in your campus Dean's office. These types of non-College officials provide confidentiality and can offer support and referrals to helpful services and resources. These persons are not affiliated with the College and have no obligation to notify the Title IX Coordinator about the incident.

## Making a Formal Report Confidentially and/or Anonymously

In addition to the options described above in regard to privately or confidentially disclosing an incident of sexual misconduct, students also have several options for making a formal report. The Title IX Coordinator is the person with whom a student would file a formal report regarding sexual misconduct, if the student wishes to do so. Formal reports can be made to the Title IX Coordinator by:

- Making a report to the Title IX Coordinator in-person, via email, or via the online incident report form.
- Your campus Title IX Coordinator's is identified in the **Terminology and Definitions Section** of this policy.

The online incident report form can be accessed at: <https://www.bryantstratton.edu/utilities/enoughisenough>.

All reports of sexual misconduct made to all College associates will be handled with privacy. Students reporting instances of sexual misconduct – whether they are the victim, a friend, or a witness/bystander – can also make confidential and/or anonymous reports if they prefer to do so.

- Confidential reports can be made by telling the Title IX Coordinator that you do not want an investigation to occur, or by checking the boxed on the online incident report form labeled 'I do not want an investigation to occur.'
- Important notes regarding "confidential reports", whether made in-person or online:
  - While this reporting method is known as a "confidential report", due to the nature of their responsibilities, the Title IX Coordinator is not truly a "confidential resource." As noted above, all information provided will be handled with the utmost privacy.
  - When a reporting individual formally reports an incident of sexual misconduct but expresses that he/she does not wish for the College to conduct an investigation, the College will typically honor that request. However, sometimes the College will be obligated to weigh such a request against the College's duty to ensure the safety of others on campus. Some of the factors the College may consider in weighing a request to not investigate may include: whether the accused individual has a history of violent behavior or is a repeat offender; whether the incident represents escalation in unlawful conduct by the accused individual; the increased risk that the accused individual will commit additional acts of violence; whether the accused individual used a weapon and/or force; whether the reporting individual is a minor; and whether the institution possesses other means to obtain evidence (e.g., security footage) and whether available information reveals a pattern of perpetration at a given location or by a particular group. If the College determines that it cannot maintain a victim's confidentiality and that an investigation is necessary, the student who reported the incident will be notified in writing, prior to the start of an investigation and will, to the extent possible, only share information with the 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.
- Anonymous reports can be made by not including your name or email address when submitting the online incident report form.
  - Important note regarding anonymous reports:
    - Individuals who wish to anonymously report an incident should be aware that their anonymity may inhibit the College's ability to conduct a full investigation of the incident, provide support, and/or update the student regarding actions taken.

Regardless of how a student chooses to make a report, the College may not require a victim to participate in any investigation or disciplinary proceeding.

In the event that sexual misconduct has been committed by a non-member of the College community (including an unknown person or stranger), students may still report the incident to the College and receive support and protection. For a list of on-campus and off-campus resources and support services near your campus, see Resources, Support Services, and Protection for Victims in this policy.

Students also have the option to make a report to law enforcement, either in addition to or as an alternative to making a report to the College.

**In addition to calling 911, you may make a report to law enforcement by contacting the following resources in your State or local area.**

**Ohio:**

Cuyahoga Sheriff's Department, Cleveland Area Rape Center; <http://www.cuyahoga.oh.us/sherifflaw/sou/sou.htm>.

For Eastlake only: <http://www.sheriffdunlap.org>.

For Akron only: <http://www.co.summit.co.us/index.aspx?NID=463>

**Virginia:**

Virginia State Police Department: 804-674-4655; <http://www.vsp.state.va.us>.

**Wisconsin:**

Milwaukee County Criminal Division: 414-278-4538.

**Amnesty Policy for Alcohol and/or Drug Use**

Students should not be afraid to report an incident of sexual misconduct merely because they were drinking alcohol or using drugs at the time of the incident, whether they were a victim, witness, or bystander. Bryant & Stratton College has adopted an amnesty policy for alcohol and/or drug use in regard to incidents of sexual misconduct. The health and safety of every student at Bryant & Stratton College is of utmost importance. Bryant & Stratton 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 College associates. 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 associates or law enforcement will not be subject to the College'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.

**Disclosures During Advocacy Events**

Individuals occasionally disclose information regarding sexual misconduct during a public awareness and/or advocacy event, such as candlelight vigils, protests, survivor speak-outs, Clothesline Project events, Take Back the Night events, Day of Unity events, and other similar public events. These events typically serve the purpose of empowering survivors and raising awareness about issues related to sexual violence, as opposed to serving as a forum in which formal reports are made. Accordingly, the College is not obligated to begin an investigation based on information disclosed at these events, however any individual always remains free to file a report with the College if they choose to do so. The College may use information provided at such events to inform its efforts for additional education and prevention efforts regarding sexual misconduct and sexual violence.

**Campus Alerts**

When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the campus community, the College is obligated under federal law to issue a timely warning, in order to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals. See the Bryant & Stratton College Annual Fire and Security Report for more information on the Campus Emergency Notification System. This report can be found on the Bryant & Stratton College website at: <https://www.bryantstratton.edu/pdf/SecurityPolicies.pdf>.

**Campus Crime Data**

When the Title IX Coordinator receives reports of sexual misconduct and certain other crimes that occur in certain locations on and/or near campus, federal and State laws require the Title IX Coordinator to count the number of those reports for inclusion in the College's Jeanne Clery Campus and Security Survey and inclusion in the College's Annual Fire and Security Report. This is merely an anonymous tally – neither the identity of the reporting individual nor the specifics of the crime are included in these reports.

**Resources, Support Services, and Protection for Victims**

Bryant & Stratton College is committed to supporting victims and survivors of sexual misconduct and sexual violence, regardless of when, where, or who committed the acts in question. In this section, the College has collected information and resources that may be helpful. If there are other resources that you or a friend might need, the College encourages you to reach out to your campus Title IX Coordinator, who can help obtain those resources. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in the Terminology and Definitions Section of this policy. If you are in immediate danger at any point, call 911!

**Obtaining Immediate Medical Attention**

If you have been the victim of rape, sexual assault, domestic violence, or dating violence and are in need of immediate medical attention, please call 911 and/or consider visiting a hospital, urgent care center, or medical provider. Below is a list of emergency medical facilities and other medical providers near each campus. Some State law requires that all hospitals in the State offer forensic rape examinations (sometimes also called 'forensic sexual assault examinations' or simply 'rape kits'). Some states require hospitals to notify the victim/survivor that they can choose to have the forensic rape exam and its related charges billed to the Victim Services at no cost to the victim/survivor. After the exam, you might receive other medical services or counseling services for which the hospital might charge you or bill your health insurance; if your insurance plan is through someone else (such as your parent), you are encouraged to tell hospital staff if you do not want your insurance policyholder to be notified about your access to these services.

Especially in incidents of rape or sexual assault, it may be important to receive a forensic examination as soon as possible in order to preserve evidence and/or to receive protection from sexually transmitted infections and pregnancy. To best preserve evidence, you should avoid showering, washing, changing clothes, discarding clothes, combing hair, or otherwise altering your physical appearance until the exam is complete, and you should seek an exam as soon as possible. Even if you don't want evidence to be collected, it is still recommended that you get examined by a doctor in order to address physical injuries, potential pregnancy, and possible exposure to sexually transmitted infections. For more information about what to do after an assault, visit the National Sexual Violence Resource Center website at [www.nsvrc.org](http://www.nsvrc.org).

More information regarding forensic examinations and sexually transmitted infections, as well as other resources available through your campus Title IX Coordinator.

## On-Campus and Off-Campus Resources and Support Services

Individuals who have been subjected to sexual misconduct also often need other types of support. Even if you think you are okay and that you don't need help, the College encourages you to reach out to someone. The College's on-campus resource is the Title IX Coordinator. In addition, there are various off-campus resources that you can use if you prefer not to seek help from on-campus resources. Below is a list of on-campus and off-campus resources for each Bryant & Stratton College location outside of New York State, including counselors, advocates, and community resources. If you have any questions or aren't sure where to go, your campus Title IX Coordinator can help point you in the right direction.

### Educational Programs and Support Services

Victims need to seek support from loved ones and from community organizations. Such organizations help victims understand their feelings, rights and the law. The Rape Hotline available for each community in which are campuses are located are listed below:

#### Ohio Campuses

Akron  
Cleveland Downtown  
Eastlake

Rape Hotline: 330-434-7273  
Rape Hotline: 216-619-6192  
Rape Hotline: 216-619-6192  
*or Rape & Crime Prevention Center:*  
216-731-1264  
Rape Hotline: 216-619-6194

Parma

#### Virginia Campuses

Richmond

Rape Hotline: 804-643-0888; Crisis Services/Domestic Violence: 1-800- 799-723; VA Family Violence & Sexual Assault Hotline: 1-800-838-8238; Domestic and Sexual Violence: YWCA Office: Richmond 804-643-0888 or Chesterfield 804-796-3066

Virginia Beach & Hampton

Response Sexual Assault Support Services Hotline: 757-622-4300; Samaritan House's Safe Harbor Hotline: 757-430-2120; Spousal Abuse Friend & Educator Program (S.A.F.E.): 757-664-7647; Family Services/Sexual Trauma Team: 757-664-7079 or 757-664-7000; Counseling Services: 757-467-7707; Families United-Human Potentials: 757-624-3837; Center for Child and Family Service, Inc.: 757-838-1960 or Toll Free: 1-800-311-2927; Clinical Counseling, VB: 757-622-7017

#### Wisconsin Campuses

Milwaukee  
Wauwatosa  
Bayshore

Sexual Assault and Treatment Center: 414-219-5555

A list of additional local resources is available from the Title IX Coordinator at your campus.

Bryant & Stratton College also maintains a brochure entitled "Sexual Assault: Knowledge and Prevention" which is available upon request. It includes information on the nature of sexual assaults, prevention of sexual assaults, and other relevant information. Additional information is available in each campus's Academic or Student Services Offices or in the Student Counselor's office at campuses that have such a counselor.

The above is only a brief listing of the resources available to you. You can find many more resources by dialing 2-1-1 for free, confidential help finding an extensive list of resources, including law enforcement & public safety assistance, legal services, hospitals that conduct sexual assault forensic exams, confidential counseling services, and more. 2-1-1 is available 24/7, and many of the resources to which they can refer you also are available 24/7, are confidential, and are low-cost or free of charge.

## Protections and Campus Accommodations

In addition to the above on-campus and off-campus resources, the College is prepared to offer you certain protections and reasonable campus accommodations. Below is a list of protections and campus accommodations that may be available, if appropriate. To request any of the below protections and/or campus accommodations, please contact your campus Title IX Coordinator. Your Title IX Coordinator will then make the necessary arrangements, including coordinating with other campus offices as needed, in order to maintain your privacy. If you aren't sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided above

- Having the College issue a 'no contact' order against the individual
  - A 'no contact' order requires that if the accused, victim, or reporting individual observes each other in a public place, it will be the responsibility of the accused to leave area immediately and without directly contacting the reporting individual and/or victim. If necessary, the College may establish a schedule for the accused and the reporting individual to access College buildings and property at separate times. Violating the 'no contact' order could subject the accused to additional consequences and/or the involvement of law enforcement.
  - 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 the 'no contact' order, including potential modification and will be allowed to submit evidence in support of their his or her request.
- Assistance from College associates in obtaining an order of protection or restraining order from law enforcement against the accused individual.
  - Orders of protection and restraining orders are similar to 'no contact' orders, except that they are imposed by the local police, not by the College. If an accused individual violates an order of protection or restraining order, they could be arrested. The College reserves the right to impose consequences on accused individuals who violate orders of protection and restraining orders, such as imposing additional conduct charges and/or subjecting the accused to interim suspension.
- Assistance from College campus security in calling on & assisting law enforcement in effecting an arrest when the accused individual violates an order of protection
- When the accused individual 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 medication, and shall be allowed to submit evidence in support of his or her request.
  - Determinations of whether a student poses a continuing threat to the health and safety of the College community are made by individuals at each campus. In making such determinations, these individuals act in good faith and takes into consideration:
    - Whether the accused individual has a history of violent behavior or is a repeat offender
    - Whether the reporting individual is a minor
    - The nature of the allegation in question
    - Subsequent behavior occurring after the allegation
    - The potential risk of harm or disruption to the campus community and the reporting individual
    - Other relevant factors, such as whether the alleged behavior represents an escalation in behavior from past incidents, the possession and/or use of a weapon and/or force, whether the College possesses other means to obtain evidence (e.g. security footage), whether available information reveals a pattern of perpetration at a given location or by a particular group and whether alternatives to interim suspension are available



- When the threat posed implicates mental health issues, the student will be required to provide the College with documentation from an appropriate healthcare provider in order to return to campus. Additional safety precautions may also be taken where the College deems it necessary.
- When certain crimes occur in certain areas on and/or near campus that represent a serious or continuing threat to the campus community, the College is obligated under federal law to issue a timely warning, in order to protect the safety of others. Crimes triggering a timely warning might include, for example, a rapist who is still present on campus. When a timely warning is issued, the warning will never identify any victims or reporting individuals.
- Obtaining reasonable and available interim measures and accommodations for changes in the individual's academics, housing, employment, transportation, or other applicable arrangements in order to help ensure safety, prevent retaliation, and avoid a hostile environment consistent with the College's policies and procedures.
- Other protections, services, and accommodations that may be appropriate

### **Disciplinary Process for Students who Commit Sexual Misconduct**

When a student commits or is believed to have committed sexual misconduct – whether committed against another student, other member of the campus community, or non-member of the campus community – the student will likely face student conduct charges and be subjected to the College's disciplinary process. All accused students are entitled to a presumption of 'not responsible' (not guilty), and all processes will be conducted in a fair, impartial, thorough, and timely manner. At all times, the burden of proof is on the College to establish that the alleged violation of this policy was committed by the student in question. The standard of evidence required in both the Student Conduct Hearing and in the Appeal Hearing, if one is sought, is a preponderance of evidence. 'Preponderance of evidence' means that the relevant Code of Conduct committee must decide in favor of the party that, as a whole, has the stronger evidence that the violation was or was not committed, however slight the edge over the other party's evidence may be. 'Preponderance of evidence' is sometimes described as 'more likely than not' or '51% probability'. The evidence should be sufficient to incline a fair and impartial mind to one side of the issue over the other, but it is not necessary for that mind to be completely free from all reasonable doubt. 'Preponderance of evidence' is a different and lesser standard of evidence than that used in criminal proceedings; rather, it is the standard of evidence often used in civil court proceedings.

### **Student Conduct Committee Process**

Reports of potential and actual violations of this policy, as listed and described in **Prohibited Behavior Section** above, will be processed as follows. All written notifications referenced below will be provided by College associates to students in a manner that requires the Charged Student to acknowledge receipt, such as certified mail or email, return receipt requested or hand delivery with a signed receipt.

- All submitted incident reports regarding incidents of sexual misconduct will be reviewed by the Title IX Coordinator.
- The Title IX Coordinator may not have a conflict of interest or bias against the accuser or the accused students and must appoint a designee if a conflict exists.
- If appropriate, the Title IX Coordinator (or his/her designee) will conduct an investigation into the incident reported. Students who have reported an incident of sexual misconduct – whether done so privately, confidentially, or anonymously – have the option of requesting that the College not conduct an investigation; however, under certain circumstances, the College may determine that an investigation is necessary to protect the health and safety of other students. When the College determines that an investigation is necessary, the student who submitted the incident report will be notified in writing. Students who have anonymously submitted a report regarding an incident of sexual misconduct should be aware that their anonymity may inhibit the College's ability to conduct a full investigation of the incident and/or communicate with the student regarding actions taken.

- Any investigation conducted will be done so in a fair, impartial, thorough, and timely manner. If, upon investigation, it is determined that a student may have violated the policies described in this policy, the Title IX Coordinator will file student conduct charges against the student and schedule a Student Conduct Hearing on the alleged violation, to be held at a campus location and date determined by the Title IX Coordinator. The date selected by the Title IX Coordinator will be timely in that it will provide an accused student a reasonable amount of time to prepare for the Student Conduct Hearing while also not constituting an unreasonable delay in resolving the charges. When an alleged violation involves more than one student, or when more than one violation is alleged to have been committed by a student, the Title IX Coordinator may determine, in his/her discretion, to schedule separate Student Conduct Hearings.
- When the Title IX Coordinator files student conduct charges against a student, the Title IX Coordinator will promptly notify such student in writing of the facts of the allegations made against him/her, the specific College policy violation committed by the student if the alleged facts are determined to have occurred, the time and date on which the violation allegedly occurred, possible consequences and/or sanctions against the student for such violation, information regarding how the student can dispute the violation alleged (including the date, time, and location of a Student Conduct Hearing at which the student will be entitled to present evidence), and what (if any) temporary measures will be imposed upon the student while the Student Conduct Hearing is in progress (e.g., temporary suspension). Where the alleged violation involves sexual misconduct, the written notice will also notify the student of his/her right to be accompanied at the Student Conduct Hearing by an advisor of his/her choice.
- The Student Conduct Hearing will be conducted in a fair, impartial, and thorough manner. The Student Conduct Hearing will be presided over by a panel of impartial individuals selected by the Title IX Coordinator. The panel will hear all evidence presented on the alleged violation. During the Student Conduct Hearing, the accused student will have the opportunity to present evidence in his/her defense and to be accompanied by an advisor of his/her choice. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct may, if he/she desires, also have the opportunity to present evidence of the incident and to be accompanied by an advisor of his/her choice.
- After all evidence has been presented in the Student Conduct Hearing, the panel will render a decision as to whether the accused student is 'responsible' (guilty) or 'not responsible' (not guilty) for the violation and will impose consequences and/or sanctions on an accused student found 'responsible', if appropriate. If the accused student fails to or declines to attend the Student Conduct Hearing, the Student Conduct Hearing will be held without the accused student present and the panel may reach a decision of 'responsible' and impose consequences and/or sanctions even in the accused student's absence. A full and fair record of the Student Conduct Hearing will be preserved and maintained by the College for five years.
- The Student Conduct Hearing panel's decision regarding the accused student's responsibility and the imposed consequences/sanctions (if any), including the rationale in support of such consequences/sanctions, will be provided to the accused student in writing within five days of the Student Conduct Hearing. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.
- In addition to the written notification of the panel's decision and the imposed consequences/sanctions (if any), an accused student found 'responsible' will also receive written notice regarding his/her right to appeal the panel's decision and/or imposed consequences/sanctions. Likewise, the individual who reported the incident and/or was subjected to the alleged sexual misconduct will also receive a written copy of the same information on the same day as the accused student.

- An accused student found 'responsible' may commence his/her appeal by following the procedures described in the paragraphs titled 'Appeals Process' below. An appeal may also be commenced by the individual who reported the incident and/or was subjected to the alleged sexual misconduct by following the same procedures. In the event an appeal is requested, the Student Conduct Hearing panel's decision will be protected from public release by the College until the Appeals Process is complete and final, unless the law requires otherwise; however, the students involved may choose whether or not to discuss or disclose the outcome of the Student Conduct Hearing.
- If a student does not commence an appeal within the required timeframe (i.e., ten business days from receiving written notification of the Student Conduct Hearing panel's decision), then the Student Conduct Hearing panel's decision will be final.

### Appeals Process

Any student found 'responsible' by a Student Conduct Hearing panel may appeal the panel's decisions, including its determination of responsibility and/or the consequences/sanctions imposed. An appeal may also be requested by the individual who reported the incident and/or was subjected to the alleged sexual misconduct.

If a student wishes to appeal the decision of the Student Conduct Hearing panel, whether in regard to its determination of responsibility or its imposed consequences/sanctions, the student must submit a written request for an appeal to the Title IX Coordinator within ten business days (i.e., weekdays) of receiving written notification of the panel's decision. The written request for appeal must include a brief statement of whether the student objects to the Student Conduct Hearing panel's determination of responsibility, the imposed consequences/sanctions, or both, as well as include a brief statement of the student's argument(s) as to why the Student Conduct Hearing panel's determination of responsibility and/or imposed consequences/sanctions were inappropriate. Upon receiving the student's written request for appeal, the Title IX Coordinator will schedule an Appeal Hearing, to be held in a timely manner at a campus location and date determined by the Title IX Coordinator. Upon scheduling the Appeal Hearing, the Title IX Coordinator will provide written notification of the location, date, and time to the students involved.

The Appeal Hearing will be conducted in a fair, impartial, and thorough manner. The Appeal Hearing will be presided over by a panel of impartial individuals selected by the Title IX Coordinator. No individual who served on the Student Conduct Hearing panel is allowed to serve on the Appeal Hearing panel. The panel will hear all arguments presented in regard to whether the Student Conduct Hearing panel's decisions were appropriate. After all arguments have been presented, the Appeal Hearing panel will render a decision on the appealed issues and, if appropriate, impose revised consequences/sanctions on a student. Within five days of the Appeal Hearing, the students involved will receive written notification of the Appeal Hearing panel's decision and the rationale for such decision. The Appeal Hearing panel's decisions are final and are not subject to further appeal.

### Possible Sanctions

The following possible sanctions may be imposed as a result of a Student Conduct Hearing and/or an Appeal Hearing. In addition, if at any point (whether during or prior to any such hearing) a student's presence on campus creates a threat to the health, safety, and/or well-being of other students or other members of the College community, the College reserves the right to immediately suspend that student from campus until the time of the Student Conduct Hearing and/or Appeal Hearing.

The following list of possible consequences/sanctions is not exhaustive, and these consequences/sanctions may be imposed singularly or in any combination. Different and/or additional consequences or sanctions may be imposed by a Student Conduct Hearing panel and/or Appeal Hearing panel as the panel members may deem appropriate. Pursuant to individual State law, all students involved – both the accused and the victim – will receive written notice of any imposed consequences/sanctions and the rationale in support of such consequences/sanctions.

- No Consequences/Sanctions: Where the Student Conduct Hearing panel (and/or the Appeal Hearing panel, in the event an appeal is sought) determines that a student is 'not responsible', the student conduct charges against the student will be dismissed and the student's name will be cleared.
- Written Warning: A notice in writing 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. Violation of any College rules or policies during a probationary period may result in the imposition of additional and/or more severe disciplinary sanctions.
- Discretionary Sanctions: Work assignments, essays, or other discretionary assignments.
- Loss of Privileges: Denial of specified privileges for a designated period of time.
- Restitution: Financial reimbursement for damages to property.
- Community Service: A stated number of hours, set in writing, of donated service.
- Permanent 'No Contact' Order: A permanent 'no contact' order (effective for the duration of the student's enrollment at the College) requiring the student found 'responsible' to stay away from the student against whom he/she has committed misconduct. This may be imposed in addition to any interim 'no contact' order already issued.
- Residence Hall Suspension: Separation of the student from the residence halls for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified.
- Residence Hall Expulsion: Permanent separation of the student from the residence halls.
- College Suspension: Separation of the student from the College for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified. This sanction automatically results in a Transcript Notation sanction.
- Disciplinary Dismissal from the College (Expulsion): Permanent termination of status as a student of the College. This sanction automatically results in a Transcript Notation sanction.

- **Transcript Notation:** 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)(i)(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,” as appropriate. For a charged student who withdraws from the College while such charges are pending, and declines to complete the disciplinary process, Bryant & Stratton will make a notation stating “Withdrew with conduct charges pending.” Transcript notations regarding expulsion, suspension and withdrawal shall be permanent. Suspended students may appeal such notation and seek its removal after one year after conclusion of the suspension. A student subjected to suspension or expulsion, and by extension subjected to an automatic transcript notation, may appeal this sanction by commencing the appeals process within the required timeframe (see paragraphs entitled ‘Appeals Process’ above). If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.
- Other consequences and/or sanctions as deemed appropriate by the Student Conduct Hearing panel and/or Appeal Hearing panel.

### **Student Rights**

The following rights are guaranteed to all Bryant & Stratton College students. Please read them carefully. If you have any questions, you can always ask your campus Title IX Coordinator. If you aren’t sure who your campus Title IX Coordinator is, a list of all campus Title IX Coordinators is provided in the **Terminology and Definitions Section**. The rights listed in the Student Bill of Rights will also be discussed with you and/or provided to you when you disclose or report an incident of sexual misconduct to any College associate.

### **Student Bill of Rights**

**All students** have the right to:

1. Make a report to local law enforcement and/or the State Police;
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 student conduct process and/or criminal justice process free from pressure by the College;
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 College courteous, fair, and respectful 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 College associates as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the College, any student, the accused and/or their friends, family, and acquaintances within the jurisdiction of the College;
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, or accused individual, throughout the student 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 student conduct process of the College.

### **Additional Rights**

**All reporting individuals** are further advised of their right to:

- Notify College campus security, local law enforcement, and/or State Police;
- Have emergency access to a Title IX Coordinator or other College associates trained in interviewing victims of sexual assault who will be available upon the first instance of disclosure by the reporting individual to provide information regarding options to proceed and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible; to explain that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violates State criminal laws should be addressed to law enforcement or to the local district attorney; and to explain whether he/she is able to offer the reporting individual confidentiality or privacy and to inform the reporting individual of other reporting options;
- Disclose confidentially the incident to College associate, who may offer privacy and/or confidentiality in accordance with applicable laws, as appropriate, and who can assist in obtaining services and resources for reporting individuals;
- Disclose confidentially the incident and obtain services from the State or local government;
- File a report of sexual assault, domestic violence, dating violence, and/or stalking; have the right to consult the Title IX Coordinator and other appropriate College associate for information and assistance; and have the right to have reports investigated in accordance with College policy, including the right that the reporting individual’s identity will remain private at all times if the reporting individuals wishes to maintain privacy;
- Disclose, if the accused is an employee of the College, the incident to the College’s Head of Human Resources and/or have the right to request that a private employee assist in reporting the incident to the Head of Human Resources;
- Receive assistance from College associates in initiating legal proceedings in family court or civil court;
- Withdraw a complaint or withdraw from involvement in the College student conduct process at any time.

Bryant & Stratton College will ensure that **every student** is afforded the following rights:

- The right to request that student conduct charges be filed against the accused in proceedings governed by the procedures established by the College in this policy;
  - The right to a process in all student conduct cases where a student is accused of sexual assault, domestic violence, dating violence, stalking, or other sexual misconduct that violates this policy, that includes, at a minimum:
    - notice describing the date, time, location, and factual allegations concerning the violation; reference to the specific policy provisions alleged to have been violated; and possible sanctions for the violation;
    - an opportunity to offer evidence during an investigation, and to present evidence and testimony at a student conduct hearing, where appropriate, and to have access to a full and fair record of any such hearing; and
    - access to at least one level of appeal of a determination before a panel that is fair and impartial and does not include individuals with a conflict of interest.
  - Throughout proceedings involving such an accusation, the right for both the reporting individual and the accused:
    - to be accompanied by an advisor of choice who may assist and advise throughout the student conduct process, including during all meetings and hearings related to the process; to a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the accused (including the right to a presumption that the accused is 'not responsible' until a finding of responsibility is made pursuant the College's policies described in this policy), and other issues including but not limited to domestic violence, dating violence, stalking, and sexual assault;
    - to an investigation and student conduct process that is fair, impartial, and provides a meaningful opportunity to be heard, and that is not conducted by individuals with a conflict of interest;
    - to have the College's student conduct process run concurrently with a criminal justice investigation and proceeding, except where law enforcement requests a temporary delay in order to gather evidence;
    - to review and present relevant available evidence in the case file or otherwise in the possession or control of the College;
    - to exclude their own prior sexual history with persons other than the other party in the student conduct process and/or their own mental health diagnosis and treatment from admittance in the stage of College's student conduct proceedings where responsibility is determined;
- to receive written advance notice of:
    - any meeting he/she is required or eligible to attend
    - any specific rule or law alleged to have been violated and in what manner
    - the consequences and/or sanctions that may be imposed as a result of the student conduct process; and
    - the determination of the student conduct hearing panel and the rationale for any consequences/sanctions imposed;
  - to make an impact statement during the point of student conduct proceedings where appropriate consequences/sanctions are being determined;
  - to be informed of the possible consequences/sanctions that may be imposed upon the outcome of the student conduct process; to simultaneous written notification of the outcome of the student conduct process, including any consequences/sanctions actually imposed; and the rationale for the consequences/sanctions actually imposed;
  - to choose whether to disclose or discuss the outcome of the student conduct process; and
  - to have all information obtained during the course of the student conduct process be protected from public release until the student conduct appeals panel makes a final determination (unless federal and/or State law requires otherwise).

## Family Educational Rights and Privacy Act of 1974

All Bryant & Stratton College students shall have the right to inspect and review their educational records, to request corrections or deletions, and to limit disclosure of the records in accordance with the Family 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 education 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) provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, the College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by the College in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College had contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Directors; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Upon request, the College also discloses education records without consent to official of another College in which a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. There is also other circumstances in which FERPA permits disclosure without consent of the student and such circumstances are available to the student upon his or her request.
- (4) 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](http://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](http://www.bryantstratton.edu). Campus crime statistics can be obtained by visiting the website of the United States Department of Education at <http://ope.edu.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 Admissions Department and is published and issued each fall. Students and employees on a particular campus may also call the Campus Director.

## 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 per semester rate. 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.

### 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.

## 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.

## 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 the 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 and Virginia 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:

Date of Official Communication	Refund Percentage
Prior to start of classes	
through the first week of classes	100%
During the second week of classes	75%
During the third week of classes	50%
During the fourth week of classes	25%
After the fourth week of classes	0%

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. There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any Federal Direct Student loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or Bryant & Stratton College or parent receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of: 1. your institutional charges multiplied by the unearned percentage of your funds, or 2. the entire amount of excess funds. Bryant & Stratton College must return this amount even if it didn't keep this amount of your Title IV program funds. If Bryant & Stratton College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS Loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time. Any amount of unearned grant funds that you must return is called an overpayment. The amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with Bryant & Stratton College or the Department of Education to return the unearned grant funds. The requirements for Title IV program funds when you withdraw are separate from any refund policy that your school may have.

Therefore, you may still owe funds to the school to cover unpaid institutional charges. Bryant & Stratton College may also charge you for any Title IV program funds that Bryant & Stratton College was required to return. If you don't already know what Bryant & Stratton's College refund policy is, you can ask Bryant & Stratton College for a copy. Bryant & Stratton College can also provide you with the requirements and procedures for officially withdrawing from school as set forth in this catalog.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-FEDAID (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

If a withdrawing student has received financial aid funds, Bryant & Stratton College will return such unearned funds to the federal program as required under federal regulation in the following order:

1. Unsubsidized Direct Stafford Loan (other than PLUS loans)
2. Subsidized Direct Stafford Loan
3. Perkins Loans
4. Federal PLUS Loans (DIRECT)
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Educational Opportunity Grants (FSEOG)
7. Other assistance under this Title (for example LEAP)
8. The student

Federal regulations require that financial aid recipients use refunds to repay financial aid received for that semester's attendance. This policy applies to institutional aid as well.

## Repayments

Students who completely withdraw from classes after having received an overage disbursement caused by excess financial aid may be required to return all or part of that disbursement check to the College. Failure to return the funds (if required) will result in a loss of eligibility for further Title IV student aid.

## Further Details on Refund/Repayment

Additional details on refunds and repayments can be found in The Student Guide, published annually by the U.S. Department of Education, which is available from the Financial Aid Office at each campus.

## Certification and Disbursement of Stafford Loans

Disbursement of Stafford loan funds for first semester students' who are also first time borrowers of Stafford loan funds, may not be disbursed earlier than thirty (30) days from the beginning of the semester.

## Past Due Accounts

Past due student accounts will be referred to a collection agency at the discretion of the College.

## 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 2018-2019 award year for full-time students is \$6,095.00.

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. On-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 Subsidize 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](http://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](http://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

<b>Dependent Students (excluding students whose parents cannot borrow PLUS)</b>	<b>Base Amount Sub/Unsub</b>	<b>Additional Unsubsidized Loan Amount Loans first disbursed on or after July 1, 2008</b>
First-year undergraduate	\$3,500	\$2,000
Second-year undergraduate	\$4,500	\$2,000
Third-year and beyond undergraduate	\$5,500	\$2,000
<b>Independent Students (and depending students whose parents cannot borrow PLUS)</b>	<b>Base Amount Sub/Unsub</b>	<b>Additional Unsubsidized Loan Amount Loans first disbursed on or after July 1, 2008</b>
First-year undergraduate	\$3,500	\$6,000
Second-year undergraduate	\$4,500	\$6,000
Third-year and beyond undergraduate	\$5,500	\$7,000

## Scholarships for Students in New York, Ohio, Wisconsin, and Virginia

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.

## Academic Excellence Scholarships

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 total tuition for 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

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

	B&SC Code	CIP Code	Hegis Code	Campus Locations							
				Albany	Amherst	Buffalo	Greece	Henrietta	Southtowns	Syracuse	Syracuse North
<b>Health Care - Non-Clinical</b>											
Health Services Administration - BS	HSAD	51.2211	1202	C			C		C/O		C
Health Services Administration - AAS	HSAA	51.2211	5299	C					C/O	C	C
Health Services Assistant - Diploma	HSDP	51.2211	1202	C					C/O	C	C
Health Information Technology - AAS	HEIT	51.0707	5213						C/O		
Medical Reimbursement & Coding, AAS	MCCG	51.0713	5213		C				C/O		C
Medical Billing and Coding - Diploma	DMBC	51.0713	5213						O		C
Medical Administrative Assistant - AAS	MDAA	51.0716	5005	C	C	C	C	C	C/O	C	C
Medical Office Assistant - Diploma	MDOD	51.0710	5214			C	C	C	C/O	C	
<b>Health Care - Clinical</b>											
Medical Assisting - AAS	MATG	51.0801	5214	C	C	C	C	C	C	C	C
Occupational Therapy Assistant - AAS	OTAP	51.0803	5210				C			C	
Physical Therapist Assistant - AAS	PTAP	51.0806	5219						C	C	
<b>Business</b>											
General Management (GM) - BBA	GMGT	52.0201	0506		C	C			C/O		
Business - AAS	BUSS	52.0101	5001	C	C	C	C	C	C/O	C	C
Business Assistant - Diploma	BUAD	52.0101	5001	C	C	C	C	C	C/O	C	C
Accounting - AAS	ACCT	52.0301	5002	C	C	C	C	C	C/O	C	C
Accounting Assistant - Diploma	ACAD	52.0301	5002	C	C	C	C	C	C/O	C	C
Digital Marketing - AAS	DMAA	52.1499	0509						C/O		
Digital Marketing Specialist - Diploma	DMAD	52.1499	0509						C/O		
Office Management - AAS	OITT	52.0401	5005	C	C	C	C	C	C/O	C	C
Office Administrative Assistant - Diploma	OAAD	52.0401	5005	C	C	C	C	C	C/O	C	C
Human Resources Specialist - AAS	HURS	52.1001	5099	C	C	C	C	C	C/O	C	C
Organizational Leadership, BPS	ORGL	52.0213	0501						C/O		
<b>Technology</b>											
Networking Technology - AAS	NETW	11.1002	5199	C	C	C	C	C	C/O	C	C
Information Technology Assistant - Diploma	ITAD	11.1002	5199	C	C	C	C	C	C/O	C	C
<b>Human &amp; Legal Services</b>											
Criminal Justice Studies - AAS	CJST	43.0103	5505	C		C	C	C	C/O	C	
Criminal Justice and Security Svcs. - Diploma	CJSS	43.0103	5505	C		C	C	C	C/O	C	
Paralegal Studies - AAS	PLEG	22.0302	5099	C	C			C	O		C
Legal Office Assistant - Diploma	LOAD	22.0302	5005		C	C	C	C	C/O	C	C
<b>Design</b>											
Graphic Design - AAS	GRAD	50.0409	5012		C			C			C
<b>Hospitality</b>											
Restaurant and Hotel Management - AAS	REST	52.0901	5010						C/O	C	
Hospitality - Diploma	HOAD	52.0999	5010						C/O		

Approved for:

C - Campus delivery

O - Online delivery

NOTE: All programs may not be offered at each campus every semester.

## 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 prior year. Your financial status (independent or dependant) 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:

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

#### 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.**

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

**Program: Baccalaureate 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	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A student must have accrued at least this many credits	0	6	15	27	39	51	66	81	96	111
With at least this grade point average	0	1.5	1.8	1.8	2.0	2.0	2.0	2.0	2.0	2.0

**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	1st	2nd	3rd	4th	5th	6th
A student must have accrued at least this many credits	0	3	9	18	30	45
With at least this grade point average	0	0.5	0.75	1.3	2.0	2.0

**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	1st	2nd	3rd	4th	5th	6th
A student must have accrued at least this many credits	0	6	15	27	39	51
With at least this grade point average	0	1.3	1.5	1.8	2.0	2.0

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 Bureau 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 98% of tuition or \$6,195; whichever is less. If a student also receives TAP, the combined award may not exceed tuition. If the combined award does exceed tuition TAP will be reduced.

## 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](http://www.caahep.org)), on recommendation of the Medical Assisting Education Review (MAERB).

## 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](http://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](http://www.nbcot.org)

### Accreditation in Physical Therapy Education (CAPTE)

The Physical Therapist Assistant Program at Bryant & Stratton College-Southtowns Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 716-677-9500.

The Physical Therapist Assistant Program at Bryant & Stratton College-Syracuse Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 315-472-6603.

## 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

Every student born on or after January 1, 1957 and is enrolled in six (6) or more credit hours at a New York State college or university are required by New York State Public Health Law 2165 to provide proof of immunity to measles, mumps, and rubella. Persons born prior to January 1, 1957, are exempt from this requirement. Proof of immunity is accomplished by providing official documentation of two (2) measles immunizations, one (1) mumps immunization, and one (1) rubella immunization or by submitting serological proof of immunity.

New York State Public Health Law 2167 also requires the college to distribute information about meningococcal disease and vaccination to all students regardless of age. Students are encouraged to review the materials provided to them. Students must provide to your campus, a record of meningococcal immunization with the past 5 years; or an acknowledgement of meningococcal disease risks and refusal of meningococcal immunization signed by the student or student's parent or guardian using the Meningococcal Meningitis Vaccination Response Form.

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 the College. An admissions representative can provide full information on this requirement and the necessary forms.

## 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  
Greece 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.ope.ed.gov/security](http://www.ope.ed.gov/security)

# PROGRAMS OF STUDY — OHIO

## Campus Locations

	<b>B&amp;SC Code</b>	<b>CIP Code</b>	<b>Cleveland Downtown</b>	<b>Eastlake</b>	<b>Parma</b>	<b>Akron</b>
<b>Health Care - Non-Clinical</b>						
Health Services Administration - BS	HSAD	51.2211	C	C	C/O	C
Health Services Administration - AAS	HSAA	51.2211	C	C	C/O	C
Health Services Assistant - Diploma	HSDP	51.2211	C	C	C/O	C
Medical Administrative Assistant - AAS	MDAA	51.0716	C	C	C/O	C
Medical Office Assistant - Diploma	MDOD	51.0710	C	C	C/O	C
<b>Health Care - Clinical</b>						
Nurse Generalist - BSN	BSNG	51.3818			C	
Registered Nurse to BSN	RNNG	51.3818			C/O	
Nursing - AAS	NURS	51.3801		C	C	C
Licensed Practical Nurse - Diploma	LPND	51.3901			C	C
Medical Assisting - AAS	MATG	51.0801	C	C	C	C
Occupational Therapy Assistant - AAS	OTAP	51.0803		C		
Physical Therapist Assistant - AAS	PTAP	51.0806			C	
<b>Business</b>						
Accounting - BBA	ACCT	52.0305	C	C	C/O	C
Accounting - AAS	ACCT	52.0301		C	C/O	
Accounting Assistant - Diploma	ACAD	52.0301	C	C	C/O	
General Management (GM) - BBA	GMGT	52.0201	C	C	C/O	C
Business - AAS	BUSS	52.0101	C	C	C/O	C
Business Assistant - Diploma	BUAD	52.0101	C	C	C/O	C
Human Resources Specialist - AAS	HURS	52.1001	C	C	C/O	
Office Management - AAS	OITT	52.0401	C	C	C/O	
Office Administrative Assistant - Diploma	OAAD	52.0401	C	C	C/O	
<b>Technology</b>						
Networking Technology - AAS	NETW	11.1002	C	C	C/O	
Information Technology Assistant - Diploma	ITAD	11.1002	C	C	C/O	
<b>Human &amp; Legal Services</b>						
Criminal Justice Studies - AAS	CJST	43.0103	C	C	C/O	C
Criminal Justice and Security Svcs. - Diploma	CJSS	43.0103	C	C	C/O	C
Criminal Justice Studies AAS Ohio Security OPOTA Certification	OPOA	43.0103	C	C	C	C
Criminal Just. & Security Services Diploma Ohio Security OPOTA Certification	OPOD	43.0103	C	C	C	C
Human and Social Services - AAS	HUSS	44.0000	C	C	C/O	C
Human & Social Svcs. Assistant - Diploma	HUDP	44.0000	C	C	C/O	C
Paralegal Studies - AAS	PLEG	22.0302	C	C	C/O	C
Legal Office Assistant - Diploma	LOAD	22.0302	C	C	C/O	C
<b>Hospitality</b>						
Hospitality Management - AAS	HOSS	52.0901	C	C	C/O	C
Hospitality Assistant - Diploma	HOAD	52.0999	C	C	C/O	C

Approved for:  
C- Campus delivery  
O- Online delivery

NOTE: All programs may not be offered at every campus every semester.



## PROGRAMS OF STUDY – Ohio

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

The A.D.N. programs offered at the Eastlake and Parma campuses are viewed as one program by the Ohio Board of Nursing and have provisional approval. Eastlake and Parma campuses are 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, has provisional BON approval 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](http://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](http://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](http://www.nbcot.org)

### **Accreditation in Physical Therapy Education (CAPTE)**

The Physical Therapist Assistant Program at Bryant & Stratton College-Parma Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 216-265-3151.

### **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 \$96,000 for the 2018-2019 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

## Campus Locations

	<b>B&amp;SC Code</b>	<b>CIP Code</b>	<b>Hampton</b>	<b>Richmond</b>	<b>Virginia Beach</b>
<b>Health Care - Non Clinical</b>					
Health Services Administration - BS	HSAD	51.2211	C	C	C/O
Health Services Administration - AAS	HSAA	51.2211	C	C	C/O
Health Services Assistant - Diploma	HSDP	51.2211	C	C	C/O
Health Information Technology - AAS	HEIT	51.0707	C	C	C/O
Medical Administrative Assistant - AAS	MDAA	51.0716	C	C	C/O
Medical Office Assistant - Diploma	MDOD	51.0710	C	C	C/O
Medical Reimbursement & Coding, AAS	MCCG	51.0713	C	C	C/O
Medical Billing and Coding - Diploma	DMBC	51.0713	C	C	C/O
<b>Health Care - Clinical</b>					
Registered Nurse to BSN	RNNG	51.3818	C	C	C/O
Nursing - AAS	NURS	51.3801	C	C	C
Licensed Practical Nurse - Diploma	LPND	51.3901	C	C	C
Medical Assisting - AAS	MATG	51.0801	C	C	C
<b>Business</b>					
Accounting - BBA	ACCT	52.0305	C	C	C/O
Accounting - AAS	ACCT	52.0301	C	C	C/O
Accounting Assistant - Diploma	ACAD	52.0301	C	C	C/O
General Management (GM) - BBA	GMGT	52.0201	C	C	C/O
Business - AAS	BUSS	52.0101	C	C	C/O
Business Assistant - Diploma	BUAD	52.0101	C	C	C/O
Digital Marketing - BBA	DGMK	52.1499	C	C	C/O
Digital Marketing - AAS	DMAA	52.1499	C	C	C/O
Digital Marketing Specialist - Diploma	DMAD	52.1499	C	C	C/O
Financial Support Services - AAS	FISS	52.0803	C	C	C
Human Resources Specialist - AAS	HURS	52.1001	C	C	C/O
Office Management - AAS	OITT	52.0401	C	C	C/O
Office Administrative Assistant - Diploma	OAAD	52.0401	C	C	C/O
Organizational Leadership, BPS	ORGL	52.0213	C	C	C/O
<b>Technology</b>					
Networking Technology - AAS	NETW	11.1002	C	C	C/O
Information Technology Assistant - Diploma	ITAD	11.1002	C	C	C/O
<b>Human &amp; Legal Services</b>					
Criminal Justice Studies - AAS	CJST	43.0103	C	C	C/O
Criminal Justice and Security Svcs. - Diploma	CJSS	43.0103	C	C	C/O
Human and Social Services - AAS	HUSS	44.0000	C	C	C/O
Human & Social Svcs. Assistant - Diploma	HUDP	44.0000	C	C	C/O
Paralegal Studies - AAS	PLEG	22.0302	C	C	C/O
Legal Office Assistant - Diploma	LOAD	22.0302	C	C	C/O
<b>Hospitality</b>					
Hospitality Management - AAS	HOSS	52.0901	C	C	C/O
Hospitality Assistant - Diploma	HOAD	52.0999	C	C	C/O
<b>Education</b>					
Early Childhood Education- AAS	ECEA	13.1210	C	C	C/O
Early Childhood Care and Development - Diploma	DECC	13.1210	C	C	C/O

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 program offered at the Richmond campus has initial approval by the Virginia Board of Nursing. This nursing education program is a candidate for accreditation by the Accreditation Commission for Education in 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 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](http://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 Justice 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:

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter22/>.

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

## Campus Locations

	B&SC Code	CIP Code	Milwaukee	Wauwatosa	Bayshore	Racine
<b>Health Care</b>						
Health Services Administration - BS	HSAD	51.2211	C/O	C	C	
Health Services Administration - AAS	HSAA	51.2211	C/O	C	C	
Health Services Assistant - Diploma	HSDP	51.2211	C/O	C	C	
Health Information Technology - AAS	HEIT	51.0707	C/O	C	C	
Medical Reimbursement & Coding, AAS	MCCG	51.0713	C/O	C	C	
Medical Billing and Coding - Diploma	DMBC	51.0713	C/O	C	C	
Medical Administrative Assistant - AAS	MDAA	51.0716	C/O	C	C	
Medical Office Assistant - Diploma	MDOD	51.0710	C/O	C	C	
<b>Health Care - Clinical</b>						
Nurse Generalist - BSN	BSNG	51.3818		C	C	C
Registered Nurse to BSN	RNNG	51.3818	O	C	C	C
Nursing - A.D.N.	NURS	51.3801		C	C	
Licensed Practical Nurse - Diploma	LPND	51.3901		C	C	C
Medical Assisting - AAS	MATG	51.0801	C	C	C	C
Occupational Therapy Assistant - AAS	OTAP	51.0803		C		
Physical Therapist Assistant - AAS	PTAP	51.0806		C		
<b>Business</b>						
Accounting - BBA	ACCT	52.0305	C/O	C	C	
Accounting - AAS	ACCT	52.0301	C/O	C	C	
Accounting Assistant - Diploma	ACAD	52.0301	C/O	C	C	
General Management (GM) - BBA	GMGT	52.0201	C/O	C	C	
Business - AAS	BUSS	52.0101	C/O	C	C	
Business Assistant - Diploma	BUAD	52.0101	C/O	C	C	
Digital Marketing - BBA	DGMK	52.1499	C/O	C	C	
Digital Marketing - AAS	DMAA	52.1499	C/O	C	C	
Digital Marketing Specialist - Diploma	DMAD	52.1499	C/O	C	C	
Organizational Leadership, BPS	ORGL	52.0213	C/O	C	C	
Financial Support Services - AAS	FISS	52.0803	C	C	C	
Human Resources Specialist - AAS	HURS	52.1001	C/O	C	C	
Office Management - AAS	OITT	52.0401	C/O	C	C	
Office Administrative Assistant - Diploma	OAAD	52.0401	C/O	C	C	
<b>Technology</b>						
Networking Technology - AAS	NETW	11.1002	C/O	C	C	
Information Technology Assistant - Diploma	ITAD	11.1002	C/O	C	C	
<b>Human and Legal Services</b>						
Criminal Justice Studies - AAS	CJST	43.0103	C/O	C	C	
Criminal Justice and Security Services - Diploma	CJSS	43.0103	C/O	C	C	
Human and Social Services - AAS	HUSS	44.0000	C/O	C	C	
Human & Social Services Assistant - Diploma	HUDP	44.0000	C/O	C	C	
Paralegal Studies - AAS	PLEG	22.0302	C/O	C	C	
Legal Office Assistant - Diploma	LOAD	22.0302	C/O	C	C	
<b>Design</b>						
Graphic Design - AAS	GRAD	50.0409	C	C	C	
<b>Hospitality</b>						
Hospitality Management - AAS	HOSS	52.0901	C/O	C	C	
Hospitality Assistant - Diploma	HOAD	52.0999	C/O	C	C	
<b>Early Childhood</b>						
Early Childhood Education - AAS	ECEA	13.1210	C/O	C	C	
Early Childhood Care and Development - Diploma	DECC	13.1210	C/O	C	C	

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](http://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 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 baccalaureate degree in nursing programs at Bayshore and Wauwatosa are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW Suite 750 Washington, D.C. 20001, 202-463-6930.

### Licensed Practical Nurse Diploma

The Licensed Practical Nurse diploma program offered at the Wauwatosa, Bayshore, and Racine campuses has approval to admit students by the Wisconsin 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)

3343 Peachtree Road, Suite 850  
Atlanta, GA 30326  
Telephone: 404-975-5000  
[www.acenursing.org](http://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). Graduates from this program will be eligible to sit for the national certification examination for the Occupational Therapy Assistant, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, 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.

### Accreditation Council for Occupational Therapy Education (ACOTE)

4720 Montgomery Lane, Suite 200  
Bethesda, MD 20814  
Telephone: 301-652-AOTA  
[www.acoteonline.org](http://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](http://www.nbcot.org)

### Accreditation in Physical Therapy Education (CAPTE)

The Physical Therapist Assistant Program at Bryant & Stratton College-Wauwatosa Campus is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call 414-302-7000.

## 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 College 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 and 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 / Hospitality
- 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.
- 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.

**Semester  
Credit Hour**

**Major Requirements**

ACCT110	Accounting Principles I	3
ACCT130	Income Tax Accounting	3
ACCT205	Accounting Principles II	3
ACCT207	Payroll Records & Procedures	3
ACCT210	Computerized Accounting Systems	3
ACCT215	Intermediate Accounting I	3
ACCT220	Financial Analysis	3
ACCT230	Cost Accounting	3
ACCT315	Intermediate Accounting II	3
ACCT330	Managerial Accounting	3
ACCT400	Corporate Income Tax	3
ACCT420	Auditing	3
ACCT430	Advanced Accounting	3
BUSS100	Business Principles	3
BUSS213	Business Law and Ethics	3
BUSS215	Management Principles	3
BUSS330	Advanced Business Law	3
BUSS340	Operations Management	3
BUSS450	Strategic Management	3
ECON325	Microeconomics	3
ENGL102	Research and Writing for the Workplace	3
FINA201	Financial Concepts and Calculations	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III-Internship	3
PROF450	Career Development IV	3
PSYC310	Organizational Psychology	3
VOIM112	Office Applications-Spreadsheets & Databases	3
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**Liberal Arts Requirements**

COMM104	Learning Communities	3
ECON220	Macroeconomics	3
ENGL202	Research & Writing	3
ENGL302	Advanced Research, Writing, and Presenting	3
MATH201	College Math-Quantitative Reasoning	3
MATH309	Statistics	3
PHIL310	Logic and Reason	3
PSYC101	Principles of Psychology	3
SOSC115	Career Development I – Theory & Practice	3
SOSC225	Career Development II – Theory & Practice	3
SOSC310	Interpersonal Relations & Group Dynamics	3
		<b>33</b>

Open Elective	3
<b>Total Credit Hours Required for Graduation</b>	<b>120</b>

□ *Dedicated online learners take alternate courses*

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

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.

**Major Requirements**

Major Requirements		
ACCT110	Accounting Principles I	3
ACCT205	Accounting Principles II	3
BUSS100	Business Principles	3
BUSS110	Marketing Principles	3
BUSS215	Management Principles	3
BUSS230	Introduction to Project Management	3
BUSS310	Marketing & Sales	3
BUSS316	Consumer Behavior	3
BUSS320	Marketing Management	3
BUSS335	Global Marketing	3
BUSS340	Operations Management	3
BUSS410	Performance Management	3
BUSS430	Marketing Communications	3
BUSS440	Relationship Marketing	3
ENGL102	Research & Writing for the Workplace	3
INFT124	Computing Skills	3
MARK100	Introduction to Digital Marketing	3
MARK110	Content & Social Media Marketing	3
MARK120	Web Analytics & Reporting	3
MARK210	Search Engine Marketing & Optimization	3
MARK220	Mobile & Email Marketing	3
MARK230	Pay Per Click & Display Advertising	3
MARK240	Conversion Rate Optimization	3
MARK300	Strategic Digital Marketing Management	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III – Internship	3
PROF450	Career Development IV	3
VOIM112	Office Applications -Spreadsheets & Databases	3

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**Liberal Arts Requirements**

COMM104	Learning Communities	3
ENGL202	Research & Writing	3
ENGL302	Advanced Research, Writing, and Presenting	3
MATH201	College Mathematics - Quantitative Reasoning	3
MATH309	Statistics	3
PHIL310	Logic and Reasoning	3
PSYC101	Principles of Psychology	3
SOSC115 □	Career Development I – Theory & Practice	3
SOSC218	Ethics in Social & Digital Communities	3
SOSC225 □	Career Development II – Theory & Practice	3
SOSC301	Interpersonal Relations & Group Dynamics	3

**33**

**Total Credit Hours Required for Graduation**

**120**

□ *Dedicated online learners take alternate courses*



**General Management - B.B.A.**  
**Program: GMGT**

Graduates of the Bachelor of Business Administration program will be prepared with the knowledge and skills to apply business acumen within related industries. Courses in this general management program provide students with an understanding and skillset required in this high-tech global economy. Graduates will be able to apply the problem solving, strategic planning, communication, interpersonal, and technology application skills needed to analyze operational demands and creatively resolve contemporary business problems. Instruction includes active learning techniques, practical application of research methods, creation of team projects multimedia presentations and internship opportunities. As result, graduates will be prepared to overcome management and leadership challenges within the workplace.

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

- Apply contemporary knowledge and skills in the evolving business marketplace.
- Analyze management processes as well as the role businesses play in a high tech global economy
- Evaluate ethical and multicultural issues within a diverse workplace environment.
- Examine humankind's business accomplishments in international and domestic markets.
- Utilize appropriate current technology and resources to locate and evaluate information needed to accomplish a goal, and then communicate finding in visual, written and/or oral formats.
- Transfer knowledge, skills and behaviors acquired through formal and informal learning and life experience 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.

		<b>Semester Credit Hour</b>
<b>Major Requirements</b>		
ACCT110	Accounting Principles I	3
ACCT205	Accounting Principles II	3
ACCT220	Financial Analysis	3
BUSS100	Business Principles	3
BUSS110	Marketing Principles	3
BUSS120	Sales and Service Principles	3
BUSS213	Business Law & Ethics	3
BUSS215	Management Principles	3
BUSS230	Introduction to Project Management	3
BUSS320	Marketing Management	3
BUSS325	Global Management	3
BUSS340	Operations Management	3
BUSS410	Performance Management	3
BUSS420	Project Management	3
BUSS450	Strategic Management	3
ECON220	Macroeconomics	3
ECON325	Microeconomics	3
ENGL102	Research and Writing for the Workplace	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III-Internship	3
PROF450	Career Development IV	3
PSYC310	Organizational Psychology	3
VOIM112	Office Applications -Spreadsheets & Databases	3
		<b>72</b>
<b>Liberal Arts Requirements</b>		
COMM104	Learning Communities	3
ENGL202	Research & Writing	3
ENGL302	Advanced Research, Writing, and Presenting	3
MATH201	College Mathematics - Quantitative Reasoning	3
MATH309	Statistics	3
PHIL310	Logic and Reasoning	3
PSYC101	Principles of Psychology	3
SOSC115	Career Development I – Theory & Practice	3
SOSC225	Career Development II – Theory & Practice	3
SOSC310	Interpersonal Relations and Group Dynamics	3
		<b>30</b>
Open Electives		18
<b>Total Credit Hours Required for Graduation</b>		<b>120</b>

□ 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 and 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.

### Semester Credit Hour

#### Major Requirements

ACCT110	Accounting Principles I	3
BUSS215	Management Principles	3
BUSS410	Performance Management	3
ENGL102	Research and Writing for the Workplace	3
HCAS123	Healthcare Terminology	3
HTHS110	Introduction to Health & Human Services Organizations	3
HTHS121	Healthcare Information Systems	3
HTHS230	Funding Health & Human Services Organizations	3
HTHS301	Health Services Management I	3
HTHS302	Health Services Management II	3
HTHS305	Legal Aspects of Healthcare Management	3
HTHS310	Healthcare Information Systems Management	3
HTHS315	Healthcare Finance and Accounting Management	3
HTHS405	Long Term Care Management	3
HURS205	Organizational Behavior and Leadership	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III – Internship	3
PROF450	Career Development IV	3
VOIM109	Office Applications - Word Processing & Keyboarding	3

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**60**

#### Liberal Arts Requirements

COMM104	Learning Communities	3
COMM201	Public Speaking and Rhetorical Persuasion	3
ECON220	Macroeconomics	3
ENGL202	Research and Writing	3
ENGL302	Advanced Research, Writing, and Presenting	3
MATH201	College Mathematics – Quantitative Reasoning	3
MATH309	Statistics	3
PHIL222	Ethics in Health & Human Services	3
PHIL250	Practices in Analytic Reasoning and Critical Thinking	3
PHIL310	Logic and Reasoning	3
PSYC101	Principles of Psychology	3
PSYC310	Organization Psychology	3
SOSC115	Career Development I – Theory & Practice	3
SOSC225	Career Development II – Theory & Practice	3
SOSC301	Interpersonal Relations and Group Dynamics	3
Liberal Arts Electives		15

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**60**

**Total Credit Hours Required for Graduation 120**

□ *Dedicated online learners take alternate courses.*

## Nursing Generalist - BSN

### Program: BSNG

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.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

## Semester Credit Hour

### Major Requirements

BIOL101	Human Biology	4
BIOL113	Anatomy & Physiology I	4
BIOL120	Microbiology Applications	3
BIOL205	Pathophysiology	3
BIOL213	Anatomy & Physiology II	4
CHEM101	General Chemistry	4
NURS102	Foundations of Nursing Practice	2
NURS125	Lifespan Development and Nursing Practice	3
NURS215	Pharmacology for Nurses	3
NURS231	Concepts Basic to Nursing	5
NURS232	Nutrition in Healthcare	2
NURS234	Psychomotor Skills Basic to Nursing Care	1
NURS235	Health Assessment and Interpersonal Communication	3
NURS301	Nursing Care of the Adult I	5
NURS302	Gerontological Nursing	3
NURS303	Nursing Care of the Reproducing Family	3
NURS304	Psychiatric and Mental Health Nursing	4
NURS401	Nursing Care of the Adult II	6
NURS402	Nursing Care of Children and Families	3
NURS403	Nursing Management and Leadership	3
NURS404	Nursing in the Community	4
NURS407	Nursing Research	3
NURS470	Nursing Practicum	5
Major Elective		3

**83**

### Liberal Art Requirements

COMM115	Introduction to Information Literacy and Research	3
COMM201	Public Speaking and Rhetorical Persuasion	3
ECON220	Macroeconomics	3
ENGL101	Research and Writing I	3
ENGL250	Research and Writing II	3
MATH201	College Mathematics – Quantitative Reasoning	3
MATH309	Statistics	3
PHIL250	Practices in Analytical Reasoning and Critical Thinking	3
PHIL310	Logic and Reasoning	3
PSYC101	Principles of Psychology	3
PSYC310	Organizational Psychology	3
SOSC102	Principles of Sociology	3
SOSC301	Interpersonal Relations and Group Dynamics	3
Upper level Liberal Arts Elective		3

Liberal Arts Total **42**

**Total Credit Hours Required for Graduation 125**

## RN to BSN

### Program: RNNG

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.
- 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.
- Participate in social, academic, and professional communities for individual growth and to function as a citizen of a multicultural world.

#### Major Requirements

##### Lower Division Nursing Credits

##### Upper Division Nursing Credits

NURS300	Health Assessment and Interpersonal Communication	3
NURS302	Gerontology Nursing	3
NURS306	Transition to Professional Nursing	3
NURS310	Transcultural Nursing	3
NURS403	Nursing Management & Leadership	3
NURS404	Nursing in the Community	4
NURS407	Nursing Research	3
NURS470	Nursing Practicum	5
Nursing Elective		3

**Semester  
Credit Hour**

**Up to 32**  
**30**  
  
  
  
  
  
  
  
  
  
  
  
**62**

#### Liberal Arts Requirements

##### Lower Division Liberal Arts

COMM115	Introduction to Information Literacy
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##### Science Requirements

-	Anatomy
-	Microbiology
-	Pathophysiology
-	Physiology

##### Upper Division Liberal Arts

MATH309	Statistics	3
PHIL310	Logic and Reasoning	3
PSYC310	Organizational Psychology	3
SOSC301	Interpersonal Relationships and Group Dynamics	3
Upper Level Liberal Arts Elective		3

**Up to 33**  
  
  
**Up to 12**

**15**  
**3**  
**3**  
**3**  
**3**  
**3**  
**60**

#### Total Credits not to exceed

**122**

## 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.*

		Semester Credit Hour
<b>Major Requirements</b>		
BUSS240	Analytics	3
VLEX100	Validated Learning Experience -Assessment Theory and Artifacts	3
<b>Lower Level Organizational Leadership Major Requirements (OLLL100-OLLL299)</b>		27
		<b>33</b>
BUSS345	Statistical Analysis	3
BUSS445	Organizational Change	3
HURS471	Professional Community Networking	3
<b>Upper Level Organizational Leadership Major Requirements (OLUL300-OLUL499)</b>		36
		<b>45</b>
<b>Liberal Arts Requirements</b>		
Lower Level English Course		3
ENGL202	Research & Writing	3
PHIL271	Ethics	3
<b>Lower Level Liberal Arts Requirements (ASLL100-ASLL299)</b>		6
		<b>15</b>
MATH309	Statistics	3
<b>Upper Level Liberal Arts Requirements (ASUL300-ASUL499)</b>		12
		<b>15</b>
Open Elective Requirements		12
<b>Total Credit Hours Required for Graduation</b>		<b>120</b>

**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.

	Semester Credit Hour
<b>Major Requirements</b>	
ACCT110 Accounting Principles I	3
ACCT130 Income Tax Accounting	3
ACCT205 Accounting Principles II	3
ACCT207 Payroll Procedures and Administration	3
ACCT210 Computerized Accounting Systems	3
ACCT220 Financial Analysis	3
ACCT230 Cost Accounting	3
BUSS100 Business Principles	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III - Internship	3
VOIM112 Office Applications - Spreadsheets & Databases	3
	<b>39</b>
<b>Liberal Art Requirements</b>	
COMM104 Learning Communities	3
ENGL202 Research and Writing	3
MATH201 College Math-Quantitative Reasoning	3
SOSC115 □ Career Development I – Theory & Practice	3
SOSC225 □ Career Development II – Theory & Practice	3
Liberal Arts Elective	6
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

**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.

	Semester Credit Hour
<b>Major Requirements</b>	
ACCT110 Accounting Principles I	3
ACCT130 Income Tax Accounting	3
BUSS100 Business Principles	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
VOIM112 Office Applications - Spreadsheets & Databases	3
	<b>21</b>
<b>Liberal Art Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
Liberal Arts Elective	3
	<b>9</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>

□ 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.

**Major Requirements**

	<b>Semester Credit Hour</b>
ACCT110 Accounting Principles I	3
ACCT205 Accounting Principles II	3
BUSS100 Business Principles	3
BUSS110 Marketing Principles	3
BUSS120 Sales & Service Principles	3
BUSS213 Business Law & Ethics	3
BUSS215 Management Principles	3
ECON220 Macroeconomics	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III-Internship	3
VOIM112 Office Applications - Spreadsheets & Databases	3
	<b>39</b>

**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
	<b>21</b>

**Total Credit Hours Required for Graduation 60**

**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.

**Major Requirements**

	<b>Semester Credit Hour</b>
ACCT110 Accounting Principles I	3
BUSS100 Business Principles	3
BUSS110 Marketing Principles	3
BUSS120 Sales & Service Principles	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
VOIM112 Office Applications - Spreadsheets & Databases	3
	<b>24</b>

**Liberal Arts Requirements**

COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
	<b>6</b>

**Total Credit Hours Required for Graduation 30**

□ Dedicated online learners take alternate courses.

**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.

## 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 extend 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.

	Semester Credit Hour
<b>Major Requirements</b>	
CRJU103 Introduction to the Justice System	3
CRJU112 Law Enforcement & The Multicultural Community	3
CRJU135 Security in the 21st Century	3
CRJU145 Justice Information Systems	3
CRJU155 Emerging Trends in Juvenile Justice	3
CRJU201 Criminology: Exploring Criminal Behavior	3
CRJU212 The Science & Practice of Criminal Investigations	3
CRJU225 Security Administration	3
CRJU235 Foundations of Criminal Law & Procedure	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III-Internship	3
	<b>39</b>
<b>Liberal Arts Requirements</b>	
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
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

## 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.

	Semester Credit Hour
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
CRJU103 Introduction to the Justice System	3
CRJU112 Law Enforcement & The Multicultural Community	3
CRJU135 Security in the 21st Century	3
CRJU145 Justice Information Systems	3
CRJU155 Emerging Trends in Juvenile Justice	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
	<b>24</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
	<b>6</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>

□ Dedicated online learners take alternate courses.

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

- Identify and characterize the origins, and components that comprise the justice system at the federal, state, and local level.
- Adapt and apply information technology knowledge, skills, and abilities to justice applications.
- Distinguish job functions and responsibilities of both public and private agencies serving the justice sectors.
- Prepare and evaluate reports, memos, and other documents to meet the professional standards of the justice system or private security field.
- Recognize safety and security issues such as threat awareness, safety procedures, and the basic equipment used to secure suspects or prisoners.
- Adapt essential communication skills to interact effectively with supervisors, peers, and the public in the various justice professional settings.
- + 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.



**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.

	<b>Semester Credit Hour</b>
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
CRJU103 Introduction to the Justice System	3
CRJU112 Law Enforcement and the Multicultural Community	3
CRJU115 Contemporary Issues in Corrections	3
CRJU116 Ohio Security I	3
CRJU117 Ohio Security II	3
CRJU118 Ohio Security III	3
CRJU145 Justice Information Systems	3
CRJU225 Security Administration	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 Career Development III – Internship	3
	<b>36</b>

<b>Liberal Arts Requirements</b>	
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 Elective – (HUMA/NSCI)	3
Liberal Arts Elective -	3
	<b>21</b>

Open Elective	3
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

**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.

	<b>Semester Credit Hour</b>
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
CRJU103 Introduction to the Justice System	3
CRJU116 Ohio Security I	3
CRJU117 Ohio Security II	3
CRJU118 Ohio Security III	3
CRJU145 Justice Information Systems	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
	<b>24</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
SOSC115 Career Development I – Theory & Practice	3
	<b>6</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>

**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.

## 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.

### Semester Credit Hour

#### Major Requirements

BUSS100	Business Principles	3
BUSS110	Marketing Principles	3
ENGL102	Research & Writing for the Workplace	3
INFT124	Computing Skills	3
MARK100	Introduction to Digital Marketing	3
MARK110	Content & Social Media Marketing	3
MARK120	Web Analytics & Reporting	3
MARK210	Search Engine Marketing & Optimization	3
MARK220	Mobile & Email Marketing	3
MARK230	Pay Per Click & Display Advertising	3
MARK240	Conversion Rate Optimization	3
MATH101	Workplace Mathematics	3
NTRN270 □	Career Development III – Internship	3

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#### Liberal Arts Requirements

COMM104	Learning Communities	3
ENGL202	Research & Writing	3
MATH201	College Mathematics – Quantitative Reasoning	3
SOSC115 □	Career Development I – Theory & Practice	3
SOSC218	Ethics in Social & Digital Communities	3
SOSC225 □	Career Development II – Theory & Practice	3
Liberal Arts Elective		3

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**21**

### 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.

	Semester Credit Hour
<b>Major Requirements</b>	
ECED101 Foundations in Early Childhood Care and Education	3
ECED102 Child Growth and Development	3
ECED103 Creative and Language Arts for Children	3
ECED104 Health, Safety and Nutrition for the Young Child	3
ECED105 Child Behavior, Observation and Evaluation	3
ECED106 Family and Community Connections	3
ECED107 Early Childhood Practice Experience	3
ECED201 Curriculum Planning and Assessment	3
ECED202 Early Childhood Program Administration	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III - Internship	3
	<b>39</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
ENGL201 Research and Writing	3
MATH201 College Mathematics	3
SOSC115 □ Career Development I – Theory and Practice	3
SOSC225 □ Career Development II – Theory and Practice	3
Liberal Arts Electives	6
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

□ *Dedicated online learners take alternate courses*

## Financial Support Services - A.A.S.

### Program: FISS

The Financial Support Services degree program prepares graduates to perform a variety of customer services in banks, insurance agencies and saving 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.

## Semester Credit Hour

### Major Requirements

ACCT110	Accounting Principles I	3
ACCT205	Accounting Principles II	3
BUSS100	Business Principles	3
BUSS120	Sales & Service Principles	3
BUSS213	Business Law & Ethics	3
ECON220	Macroeconomics	3
ENGL102	Research and Writing for the Workplace	3
FINA190	Finance Principles	3
FINA201	Financial Concepts & Calculations	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III - Internship	3
VOIM112	Office Applications - Spreadsheets & Databases	3

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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

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**21**

**Total Credits Required for Graduation: 60**

□ *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.
- 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.

**Semester  
Credit Hour**

**Major Requirements**

ENGL102	Research and Writing for the Workplace	3
GRAD100	Introduction to Design	3
GRAD115	Page Layout	3
GRAD120	Typography & Layout	3
GRAD130	Production for Design	3
GRAD215	Digital Illustration	3
GRAD220	Graphic Design I	3
GRAD230	Imaging Technology	3
GRAD240	Graphic Design II	3
GRAD250	Advanced Page Layout	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRTN270	Career Development III - Theory & Practice	3

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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

**21**

**Total Credit Hours Required for Graduation**

**60**

## 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.

	Semester Credit Hour
<b>Major Requirements</b>	
ACCT110 Accounting Principles I	3
BUS215 Management Principles	3
ENGL102 Research and Writing for the Workplace	3
HCAS123 Healthcare Terminology	3
HTHS110 Introduction to Health & Human Services Organizations	3
HTHS121 Healthcare Information Systems	3
HTHS230 Funding Health & Human Services Organizations	3
HURS205 Organizational Behavior and Leadership	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III Internship	3
VOIM109 Office Applications - Word Processing & Keyboarding	3
	<b>36</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
ECON220 Macroeconomics	3
ENGL202 Research and Writing	3
MATH201 College Mathematics - Quantitative Reasoning	3
PHIL222 Ethics in Health & Human Services	3
SOSC115 □ Career Development I – Theory & Practice	3
SOSC225 □ Career Development II – Theory & Practice	3
	<b>21</b>
Open Elective	3
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

□ Dedicated online learners take alternate courses.

## Health Services Administration Assistant Diploma

### Program: HSDP

The Health Services Assistant diploma program will provide students with the knowledge and skills to navigate health systems, comply with processes, and produce documentation associated with entry-level positions as a Medical Office Specialist, Medical Secretary, Patient Coordinator, Unit Support Representative, or Ward Clerk. Health Services Assistants work in a variety of settings, including hospitals, nonprofit organizations, government and private businesses. Graduates of this program may apply the courses and credits toward the Health Services Administration AAS degree plan.

	Semester Credit Hour
<b>Major Requirements</b>	
ACCT110 Accounting Principles I	3
ENGL102 Research and Writing for the Workplace	3
HCAS123 Healthcare Terminology	3
HTHS110 Introduction to Health & Human Services Organizations	3
HTHS121 Healthcare Information Systems	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
VOIM109 Office Applications - Word Processing & Keyboarding	3
	<b>24</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory and Practice	3
	<b>6</b>
<b>Total Credit Hours Required for Diploma</b>	<b>30</b>

### 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.

**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.

	<b>Semester Credit Hour</b>
<b>Major Requirements</b>	
BUSS100 Business Principles	3
BUSS110 Marketing Principles	3
ENGL102 Research and Writing for the Workplace	3
HOSS110 Introduction to Hospitality Management	3
HOSS120 Fundamental Hospitality Management Principles	3
HOSS122 Technology in the Hospitality Management Industry	3
HOSS220 Ethical Hospitality Management	3
HOSS230 Leading Hospitality Services Management	3
HOSS240 Convention & Event Management	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III - Internship	3
Major Elective	3
	<b>39</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
ENGL202 Research and Writing	3
MATH201 College Mathematics	3
– Quantitative Reasoning	3
SOSC115 □ Career Development I – Theory & Practice	3
SOSC225 □ Career Development II – Theory & Practice	3
Liberal Arts Electives	6
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

**Hospitality Diploma (NY)****Hospitality Assistant Diploma (WI, VA, OH)****Program: HOAD**

The Hospitality diploma program offers students the foundational knowledge and relevant skills in customer service, front-office procedures, and service operations within the hospitality industry. 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.

	<b>Semester Credit Hour</b>
<b>Major Requirements</b>	
BUSS100 Business Principles	3
BUSS110 Marketing Principles	3
ENGL102 Research and Writing for the Workplace	3
HOSS110 Introduction to Hospitality Management	3
HOSS120 Fundamental Hospitality Management Principles	3
HOSS122 Technology in the Hospitality Management Industry	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
	<b>24</b>
<b>Liberal Art Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
	<b>6</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>

□ Dedicated online learners take alternate course

**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.

## 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.
- Apply employment law to human resources components.
- 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.
- 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.

### Semester Credit Hour

#### Major Requirements

ACCT110	Accounting Principles I	3
BUSS100	Business Principles	3
BUSS213	Business Law & Ethics	3
ENGL102	Research and Writing for the Workplace	3
HURS103	Introduction to Human Resources	3
HURS107	Introduction to Compensation & Benefits	3
HURS205	Organizational Behavior & Leadership	3
HURS217	Recruitment, Selection & Staffing	3
HURS233	Employment Law & Labor Relations	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
NTRN270	Career Development III - Internship	3
Major Elective		3
		<b>39</b>

#### Liberal Arts Requirements

COMM104	Learning Communities	3
ENGL202	Research and Writing I	3
MATH201	College Mathematics – Quantitative Reasoning	3
SOSC115	Career Development I Theory and Practice	3
SOSC225	Career Development II Theory and Practice	3
Liberal Arts Electives		6
		<b>21</b>

**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.

	Semester Credit Hour
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
HTHS110 Introduction to Health & Human Service Organizations	3
HTHS121 Healthcare Information Systems	3
HUSS130 Cultural Competence in Human Services	3
HUSS120 Public Health Issues (Mental & Chemical)	3
HUSS225 Counseling & Case Management Strategies	3
HUSS235 Crisis Intervention	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III - Internship	3
Major Elective	3
	<b>33</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
ENGL202 Research & Writing	3
MATH201 College Math-Quantitative Reasoning	3
PHIL222 Ethics in Health & Human Services	3
PSYC101 Principles of Psychology	3
SOSC115 □ Career Development I – Theory & Practice	3
SOSC225 □ Career Development II – Theory & Practice	3
Liberal Arts Electives	6
	<b>27</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

## 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.

	Semester Credit Hour
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
HTHS110 Introduction to Health & Human Service Organizations	3
HTHS121 Healthcare Information Systems	3
HUSS120 Public Health Issues (Mental & Chemical)	3
HUSS130 Cultural Competence in Human Services	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
	<b>21</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
PSYC101 Principles of Psychology	3
SOSC115 □ Career Development I – Theory & Practice	3
	<b>9</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>

□ 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 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.

## 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.

		Semester Credit Hour
<b>Major Requirements</b>		
ENGL102	Research and Writing for the Workplace	3
INFT124	Computing Skills	3
HCAS123	Healthcare Terminology	3
HCAS129	Electronic Health Records	3
HCAS133	Survey of Anatomy & Physiology	3
HUSS130	Cultural Competence in the Human Services	3
MDAA101	Introduction to Medical Office Support and Services	3
MDAA202	Medical Insurance and Billing	3
MDAA204	Medical Office Procedures	3
MDAA208	Quality Improvement & Customer Service in Medical Offices	3
MATH101	Workplace Mathematics	3
NTRN270 □	Career Development III - Internship	3
VOIM109	Office Applications – Word Processing & Keyboarding	3
		<b>39</b>
<b>Liberal Arts Requirements</b>		
COMM104	Learning Communities	3
ENGL202	Research and Writing	3
PHIL222	Ethics in Health and Human Services	3
MATH201	College Mathematics – Quantitative Reasoning	3
SOSC115 □	Career Development I – Theory & Practice	3
SOSC225 □	Career Development II - Theory & Practice	3
Liberal Arts Elective		3
		<b>21</b>
<b>Total Credit Hours Required for Graduation</b>		<b>60</b>

## 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.

		Semester Credit Hour
<b>Major Requirements</b>		
ENGL102	Research and Writing for the Workplace	3
HCAS123	Healthcare Terminology	3
HCAS129	Electronic Health Records	3
HCAS133	Survey of Anatomy & Physiology	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
MDAA101	Introduction to Medical Office Support and Services	3
VOIM109	Office Applications – Word Processing & Keyboarding	3
		<b>24</b>
<b>Liberal Arts Requirements</b>		
COMM104	Learning Communities	3
SOSC115 □	Career Development I – Theory & Practice	3
		<b>6</b>
<b>Total Credit Hours Required for Diploma</b>		<b>30</b>

□ 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.

**Major Requirements**

AHLT100	Medical Terminology	3
AHLT111	Introduction to Healthcare	3
AHLT130	Clinical Procedures	4
AHLT230	Medical Laboratory	4
AHLT235	Healthcare Reimbursement/Billing Emphasis	3
AHLT240	Pharmacology	3
AHLT245	Medical Office Systems/Electronic Records	3
AHLT252	Advanced Medical Assisting	3
AHLT270	Medical Assisting Internship	3
ENGL102	Research and Writing for the Workplace	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
		<b>38</b>

**Liberal Arts Requirements**

AHLT120	Anatomy and Physiology I	3
AHLT125	Anatomy and Physiology II	3
COMM104	Learning Communities	3
ENGL202	Research and Writing	3
MATH201	College Mathematics – Quantitative Reasoning	3
PSYC101	Principles of Psychology	3
SOSC225	Career Development II – Theory & Practice	3
		<b>21</b>

Open Electives 3

**Total Credit Hours Required for Graduation 62**

**Medical Reimbursement & Coding - A.A.S.**  
**Program: MCCG**

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.
- 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.

**Semester  
Credit Hour**

**Major Requirements**

ENGL102	Research and Writing for the Workplace	3
HCAS129	Electronic Health Records	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
MCCG100	Introduction to Reimbursement & Coding	3
MCCG135	ICD Procedural Coding	3
MCCG136	ICD Diagnostic Coding	3
MCCG145	CPT and HCPCS II Coding	3
MCCG210	Clinical Documentation: Integrity & Quality	3
MCCG212	Advanced ICD Diagnostic Coding	3
MCCG222	Advanced CPT and HCPCS II Coding	3
MCCG240	Evaluation and Management Services	3
MCCG262	Professional Coder Practicum	3

**39**

**Liberal Arts Requirements**

COMM104	Learning Communities	3
ENGL202	Research and Writing	3
HCAS123	Healthcare Terminology	3
HCAS133	Survey of Anatomy & Physiology	3
HCAS143	Human Disease and Drug Pharmacology	3
MATH201	College Mathematics	3
	- Quantitative Reasoning	3
SOSC225	Career Development II - Theory & Practice	3

**21**

**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.

		Semester Credit Hour
<b>Major Requirements</b>		
ENGL102	Research and Writing for the Workplace	3
INFT231	Cloud Computing	3
MATH101	Workplace Mathematics	3
NETW151	Routing & Switching in Networked Environments	3
NETW161	Networking with the Windows Network Operating System	3
NETW171	Wireless Networks & WANs in the Enterprise	3
NETW211	Networking with UNIX/LINUX Network Operating System	3
NETW241	Network Security and Forensic Fundamentals	3
NETW251	Network Design & Implementation	3
NTRN270 □	Career Development III – Internship	3
TECH100	Business Information Systems Principles	3
TECH131	Hardware and Networking Fundamentals	3
TECH141	Software and Operating Systems	3
		<b>39</b>
<b>Liberal Arts Requirements</b>		
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
		<b>21</b>
<b>Total Credits Required for Graduation:</b>		<b>60</b>

**Information Technology Assistant Diploma**  
**Program: ITAD**

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.

		Semester Credit Hour
<b>Major Requirements</b>		
ENGL102	Research and Writing for the Workplace	3
MATH101	Workplace Mathematics	3
NETW151	Routing & Switching in Networked Environments	3
NETW161	Networking with Windows Operating Systems	3
NETW171	Wireless Networks & WANs in the Enterprise	3
TECH100	Business Information Systems Principles	3
TECH131	Hardware and Networking Fundamentals	3
TECH141	Software and Operating Systems	3
		<b>24</b>
<b>Liberal Arts Requirements</b>		
COMM104	Learning Communities	3
SOSC115 □	Career Development I- Theory & Practice	3
		<b>6</b>
<b>Total Credits Required for Diploma:</b>		<b>30</b>

□ Dedicated online learners take alternate courses

**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.

## 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

## Semester Credit Hour

### Major Requirements

BIOL110	Anatomy & Physiology I	3
BIOL120	Microbiology Applications	3
BIOL205	Pathophysiology	3
BIOL210	Anatomy & Physiology II	3
NURS100	Introduction to Nursing	1
NURS103	Nursing Fundamentals	6
NURS125	Lifespan-Development & Nursing Practice	3
NURS202	Family Child Nursing	5
NURS211	Medical/Surgical Nursing I	6
NURS215	Pharmacology for Nurses	3
NURS222	Geriatric & Mental Health Nursing	5
NURS223	Medical/Surgical Nursing II	5
NURS230	Nursing Issues, Leadership & Research	3
NURS270	Nursing Internship	2
		<b>51</b>

### Liberal Arts Requirements:

COMM115	Introduction to Information Literacy	3
COMM201	Public Speaking and Rhetorical Persuasion	3
ENGL101	Research and Writing I	3
ENGL250	Research and Writing II	3
MATH201	College Mathematics	3
	- Quantitative Reasoning	3
PHIL250	Practices in Analytic Reasoning and Critical Thinking	3
PSYC101	Principles of Psychology	3
		<b>21</b>

**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](http://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](http://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
<b>Major Requirements</b>		
OTAP101	Introduction to Occupational Therapy	2
OTAP102	Occupational Therapy Process	3
OTAP120	Human Occupations	3
OTAP135	Fieldwork 1A	1
OTAP201	Psychosocial Intervention	4
OTAP220	Documentation in Occupational Therapy	1
OTAP230	Developmental/Pediatric Intervention	4
OTAP235	Fieldwork 1B	1
OTAP240	Human Movement for Occupation	2
OTAP245	Physical Disability Intervention	4
OTAP250	Adaptive Interventions	3
OTAP252	Professional Issues in Occupational Therapy	1
OTAP270	Fieldwork Level IIA	6
OTAP271	Fieldwork Level IIB	6
		<b>41</b>
<b>Liberal Arts Requirements</b>		
BIOL113	Anatomy & Physiology I	4
BIOL213	Anatomy & Physiology II	4
COMM115	Introduction to Information Literacy	3
ENGL101	Research and Writing I	3
ENGL250	Research and Writing II	3
MATH201	College Mathematics	
	- Quantitative Reasoning	3
PSYC101	Principles of Psychology	3
PSYC111	Developmental Psychology	3
PSYC120	Abnormal Psychology	3
SOSC102	Principles of Sociology	3
		<b>32</b>
<b>Total Credit Hours Required for Graduation</b>		<b>73</b>

## Office Management - A.A.S.

### Program: OITT

Information technology has revolutionized the office environment. Electronic correspondence, the internet, mobile devices, and virtual/wireless technology has 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-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.

	Semester Credit Hour
<b>Major Requirements</b>	
BUSS100 Business Principles	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III – Internship	3
VOIM109 Office Applications	
- Word Processing & Keyboarding	3
VOIM111 Office Applications	
- Presentations & Publishing	3
VOIM112 Office Applications	
- Spreadsheets & Databases	3
VOIM120 21st Century Office Procedures	3
VOIM230 Mobile Communication Management I	3
Major Electives	9
	<hr/>
	<b>39</b>
<b>Liberal Arts Requirements</b>	
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
	<hr/>
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

□ 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.

	Semester Credit Hour
<b>Major Requirements</b>	
BUSS100 Business Principles	3
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
VOIM109 Office Applications	
- Word Processing & Keyboarding	3
VOIM111 Office Applications	
- Presentations & Publishing	3
VOIM112 Office Applications	
- Spreadsheets & Databases	3
VOIM120 21st Century Office Procedures	3
	<hr/>
	<b>24</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
	<hr/>
	<b>6</b>
<b>Total Credit Hours Required for Graduation</b>	<b>30</b>



**Paralegal Studies - A.A.S.**  
**Program: PLEG**

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.

	Semester Credit Hour
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
NTRN270 □ Career Development III-Internship	3
PLEG100 Introduction to Legal Studies	3
PLEG110 Contract Law	3
PLEG120 Civil Litigation	3
PLEG135 Legal Research & Writing I	3
PLEG140 Law Office Management & Technology	3
PLEG220 Torts & Remedies	3
PLEG230 Criminal Law & Procedures	3
PLEG235 Legal Research & Writing II	3
Major Electives	3
	<b>39</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
ENGL202 Research & Writing	3
MATH201 College Mathematics	3
-Quantitative Reasoning	3
SOSC115 □ Career Development I – Theory & Practice	3
SOSC225 □ Career Development II – Theory & Practice	3
Liberal Arts Electives	6
	<b>21</b>
<b>Total Credit Hours Required for Graduation</b>	<b>60</b>

□ Dedicated online learners take alternate courses.

**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.

	Semester Credit Hour
<b>Major Requirements</b>	
ENGL102 Research and Writing for the Workplace	3
INFT124 Computing Skills	3
MATH101 Workplace Mathematics	3
PLEG100 Introduction to Legal Studies	3
PLEG110 Contract Law	3
PLEG120 Civil Litigation	3
PLEG135 Legal Research & Writing I	3
PLEG140 Law Office Management & Technology	3
	<b>24</b>
<b>Liberal Arts Requirements</b>	
COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3
	<b>6</b>
<b>Total Credit Hours Required for diploma</b>	<b>30</b>

**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.

## 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 (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.

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

## Semester Credit Hour

### Major Requirements

PTAP101	Introduction to Physical Therapy	2
PTAP102	Fundamentals of Physical Therapy	3
PTAP111	Kinesiology	3
PTAP120	Motor Develop/Aging	2
PTAP130	Clinical Medicine/Pharmacology	2
PTAP201	Physical Therapy Modalities	2
PTAP202	Data Collection	3
PTAP210	Therapeutic Exercise	3
PTAP225	PTA Clinical Internship IA	1
PTAP230	Neurological/Neuromuscular Rehab	2
PTAP235	Practice Management	1
PTAP236	Professional Issues in Physical Therapy	1
PTAP240	Physical Therapy Interventions	3
PTAP245	Orthopedics and Musculoskeletal Rehab	4
PTAP260	PTA Clinical Internship IB	1
PTAP270	PTA Clinical Internship IIA	6
PTAP271	PTA Clinical Internship IIB	6
		<b>45</b>

### Liberal Arts Requirements

BIOL113	Anatomy & Physiology I	4
BIOL213	Anatomy & Physiology II	4
BIOL205	Pathophysiology	3
COMM115	Introduction to Information Literacy	3
ENGL101	Research and Writing I	3
ENGL250	Research and Writing II	3
MATH201	College Mathematics	3
	-Quantitative Reasoning	3
PSYC101	Principles of Psychology	3
		<b>26</b>

**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 program 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.
- 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

	Semester Credit Hour
BUSS100 Business Principles	3
BUSS110 Marketing Principles	3
ENGL102 Research & Writing for the Workplace	3
INFT124 Computing Skills	3
MARK100 Introduction to Digital Marketing	3
MARK110 Content & Social Media Marketing	3
MARK120 Web Analytics & Reporting	3
MATH101 Workplace Mathematics	3

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**24**

### Liberal Arts Requirements

COMM104 Learning Communities	3
SOSC115 □ Career Development I – Theory & Practice	3

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**6**

**Total Credit Hours Required for Graduation** **30**

□ *Dedicated online learners take alternate courses*

## Early Childhood Care and Development – Diploma

### Program: DECC

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 program 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.

### Semester Credit Hour

#### Major Requirements

ECED101	Foundations in Early Childhood Care and Education	3
ECED102	Child Growth and Development	3
ECED103	Creative and Language Arts for Children	3
ECED104	Health, Safety and Nutrition for the Young Child	3
ECED105	Child Behavior, Observation and Evaluation	3
ECED106	Family and Community Connections	3
ECED107	Early Childhood Practice Experience	3
ENGL102	Research and Writing for the Workplace	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3

**30**

#### Liberal Arts Requirements

COMM104	Learning Communities	3
SOSC115	Career Development I – Theory and Practice	3

**6**

### Total Credit Hours Required for Graduation

**36**

◊ *Dedicated online learners take alternate courses*

**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.

		<b>Semester Credit Hour</b>
<b>Major Requirements</b>		
BIOL110	Anatomy & Physiology I	3
BIOL210	Anatomy & Physiology II	3
LPVN100	Fundamentals of Practical Nursing	6
LPVN101	PN-Medical/Surgical Nursing I	4
LPVN105	Pharmacology for LPNs	2
LPVN110	Intravenous Therapy	1
LPVN115	Practical Nursing Leadership and Transition	2
LPVN120	Maternal/Child Nursing	3
LPVN130	PN-Medical/Surgical Nursing II	5
NURS125	Lifespan Development and Nursing Practice	3
		<b>32</b>

**Liberal Arts Requirements**

ENGL101	Research and Writing I	3
MATH201	College Mathematics - Quantitative Reasoning	3
PSYC101	Introduction to Psychology	3
		<b>9</b>

**Total Credit Hours Required for Graduation 41**

## Medical Billing and Coding Diploma

### Program: DMBC

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 program 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.

		Semester Credit Hour
<b>Major Requirements</b>		
ENGL102	Research and Writing for the Workplace	3
HCAS129	Electronic Health Records	3
INFT124	Computing Skills	3
MATH101	Workplace Mathematics	3
MCCG100	Introduction to Reimbursement & Coding	3
MCCG135	ICD Procedural Coding	3
MCCG136	ICD Diagnostic Coding	3
MCCG145	CPT & HCPCS II Coding	3
		<b>24</b>
<b>Liberal Arts Requirements</b>		
COMM104	Learning Communities	3
HCAS123	Healthcare Terminology	3
HCAS133	Survey of Anatomy & Physiology	3
HCAS143	Human Disease & Drug Pharmacology	3
		<b>12</b>
<b>Total Credit Hours Required for Graduation</b>		<b>36</b>

# COURSE DESCRIPTIONS

The course numbering system consists of four letters and three numbers for each course. The letters indicate the following subject areas:

Accounting	ACCT
Allied Health	AHLT
Biology	BIOL
Business	BUSS
Communication	COMM
Criminal Justice	CRJU
Early Childhood Education	ECED
Economics	ECON
English	ENGL
Financial Services	FINA
Graphic Design	GRAD
Health Services	HCAS/HTHS
Human Resources	HURS
History	HIST
Hospitality	HOSS
Humanities	HUMA
Human and Social Services	HUSS
Information Technology	INFT
Licensed Practical Nursing	LPVN
Literature	LITR
Marketing	MARK
Mathematics	MATH
Medical Administrative Assistant	MDAA
Medical Coding	MCCG
Medical Reimbursement	MRCD
Natural Science	NSCI
Network Technology	NETW
Nursing	NURS
Occupational Therapy	OTAP
Office Management	VOIM
Paralegal Studies	PLEG
Philosophy	PHIL
Physical Therapist	PTAP
Pre-College	MISC
Psychology	PSYC
Security Technology	SECR
Social Science	SOSC
Technology	TECH
Workplace Readiness	(MISC)

**Prerequisite:** A course that a student must pass before enrolling in the more advanced course.

**Co-requisite:** A course that a student must enroll in at the same time as, or in some cases prior to, enrolling in the desired course.

## Accounting (ACCT)

### ACCT110 ACCOUNTING PRINCIPLES I 3 Semester Credit Hours

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

### 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.

### 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 fund raising, 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

**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

**ACCT465**  
**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.

## 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.

**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

**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**

4 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, musculoskeletal, 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 I**

4 Semester Credit Hours (NS)

A study of chemical and cellular functions, as well as the structure and function of, the nervous, musculoskeletal, integumentary, sensory, endocrine systems. Application of the knowledge learned relative to organs and body systems will be demonstrated in a laboratory setting.

Prerequisite: BIOL101 Except for OTA/PTA

## **BIOL120 MICROBIOLOGY APPLICATIONS**

3 Semester Credit Hours

An overview of concepts of microbiology to provide a basic understanding of these concepts. Emphasis is on infections and diseases, relationship between organisms, bacteriology and virology, concepts of immunology, epidemiology, and interpretation of common laboratory tests to form a basis for practical, patient-focused knowledge for application in providing nursing care. Students will demonstrate competence in microbiological lab practices.

Prerequisite: BIOL110 (ADN) or BIOL113 (BSN) CHEM101 (BSN)

## **BIOL205 PATHOPHYSIOLOGY**

3 Semester Credit Hours (NS)

Study of the disease processes of the body systems. An overview of genetics and genetic transmission of diseases as well as stress and pain management will be explored. The pathophysiologic changes that occur at the cellular level during disease and the effect of pathophysiologic changes on tissues, organs, and organ systems will be examined.

Prerequisite: BIOL101, BIOL210, MATH103/MATH201  
PTA Prerequisite: BIOL113, BIOL213

## **BIOL210 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.

Prerequisite: BIOL110

## **BIOL 213 ANATOMY AND PHYSIOLOGY II**

4 Semester Credit Hours (NS)

A study of structure and function of the body systems including Blood, Cardiovascular System, Lymphatic System, Immune System, Stress, Respiratory System, Digestive System, Nutrition and Metabolism, Urinary System, Fluid and Electrolyte Balance, Acid-Base Balance, Male Reproductive System, Female Reproductive System, Growth and Development, and Genetics and Heredity.

Prerequisite: BIOL113

## Business (BUSS)

### **BUSS100 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

### **BUSS110 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.

### **BUSS120 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.

### **BUSS213 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 law 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.

## **BUSS215 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.

### **BUSS230 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: BUSS100

### **BUSS240 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.

### **BUSS250 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.

### **BUSS300 BUSINESS MANAGEMENT**

3 Semester Credit Hours

An overview of business planning, operations, and law with an emphasis on organizational management, behavior, and ethics.

### **BUSS305 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.

**BUSS310**  
**MARKETING AND SALES**  
3 Semester Credit Hours

The principles of marketing and selling are discussed. Students study the consumer decision-making process, targeting, segmentation, positioning, prospecting, and follow-up techniques.

**BUSS316**  
**CONSUMER BEHAVIOR**  
3 Semester Credit Hours

This course will help students gain insight into the internal and external factors that influence consumers' decisions to purchase a product or service. In this course, students will consider the psychological, sociological, and anthropological needs as factors for important strategic and tactical decisions, such as market selection, product design, digital and traditional media selection, advertising messages, and pricing.

Prerequisite: BUSS110

**BUSS320**  
**MARKETING MANAGEMENT**  
3 Semester Credit Hours

Development and implementation of a marketing program that addresses the issues of target markets, sales, advertising, channels, pricing and forecasting.

Prerequisite: BUSS110

**BUSS325**  
**GLOBAL MANAGEMENT**  
3 Semester Credit Hours

Utilizing globalization as a focus, this course provides the opportunity for students to explore and examine the cross-cultural and international environmental influences on an organization's marketing, financial and managerial operations. Special emphasis is placed upon a global mindset including adapting organizational structures to a constantly changing marketplace and transcending language and behavior barriers.

Prerequisite: BUSS100

**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: MATH309

**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 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: ACCT220

**BUSS410**  
**PERFORMANCE MANAGEMENT**  
3 Semester Credit Hours

Students learn basic principles supporting the creation of a Strategic Performance Based Management system. They will then develop specific behavioral skills associated with the high performance workplace. Utilizing the methodology of interactive small group problem solving sessions, coaching, performance appraisal, evaluation and termination skills will be modeled. Organizational culture topics in diversity, discrimination, labor relations that impact individual performance will be discussed and simulated through case studies and group discussion.

Prerequisite: BUSS215

**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.

**BUSS445**  
**ORGANIZATIONAL CHANGE**  
3 Semester Credit Hours

In rapidly changing professional markets, leaders must be able to adapt to and manage change on a regular basis. In this course, students will identify the external and internal factors that catalyze change, to include launching a new project, adjusting an organization's culture, or venturing into a new market. This course will focus on the value of being effective change agents within an organization. At the conclusion of this course, students will develop a change management plan utilizing the most effective mode for successful implementation.

**BUSS450**  
**STRATEGIC MANAGEMENT**  
3 Semester Credit Hours

As a senior capstone course, students integrate and apply Business curriculum concepts. A detailed strategic plan is developed consisting of the goals, action steps and budget which are aligned with an organization's mission. Students test various aspects of the plan and evaluate results.

Prerequisite: Final Semester or Dean's Permission

**BUSS465**  
**BUSINESS 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.

## 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.

**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.

Prerequisite or Corequisite: INFT124

### **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 ENGL102

### **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 pre-press 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 communicate messages. The concepts of creative thinking, design, layout, and production are explored to produce design projects.

Prerequisite: GRAD120

### **GRAD230 IMAGING TECHNOLOGY**

3 Semester Credit Hours

Exploration of electronic image scanning, manipulation, and alteration to solve complex design problems.

### **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 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

**HTHS305**  
**LEGAL ASPECTS OF HEALTHCARE**  
**MANAGEMENT**  
3 Semester Credit Hours

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

**HTHS310**  
**HEALTHCARE INFORMATION SYSTEMS**  
**MANAGEMENT**  
3 Semester Credit Hours

This course provides an overview of the information systems used in the health care industry and establishes a framework for understanding the administration and delivery of health services using information systems. This course examines the use of technology in warehousing and mining health care data, communicating health care data, and safeguarding health care data, including discussion of electronic health records. This course explores the issues, benefits, and challenges of health care information systems as well as the future of health information management systems.

**HTHS315**  
**HEALTHCARE FINANCE & ACCOUNTING**  
**MANAGEMENT**  
3 Semester Credit Hours

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

**HTHS400**  
**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 and learn the six primary phases of disaster response. 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.

Prerequisite: HTHS110

**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.



## History (HIST)

### **HIST300 TWENTIETH CENTURY WORLD HISTORY** 3 Semester Credit Hours (SS)

A survey of key developments and prevalent themes in world history. Students study how select world-wide events affected the social and cultural fabric of a cross section of Western and Non-Western nations.

### **HIST315 CONTEMPORARY ISSUES IN AMERICAN HISTORY** 3 Semester Credit Hours (SS)

In this course students will develop historical thinking skills required of learners, citizens and members of the workforce so they may make informed political decisions about contemporary issues. Students will be exposed to both conservative and liberal perspectives in an effort to assess the impact ideologies, time periods, and events had upon the nation's development as a capitalist democratic state and its role in world affairs.

## Hospitality (HOSS)

### **HOSS110 INTRODUCTION TO HOSPITALITY MANAGEMENT** 3 Semester Credit Hours

This introductory course acquaints the student with the scope and complexity of the hospitality industry by exploring the national and global relationships of hotel and restaurant operations. The course provides an overview of the history, career opportunities, and organizational structures of this field. Management styles, skills and functions with an emphasis on teamwork will be considered as part of the decision-making process.

Pre/Corequisite: INFT124

### **HOSS120 FUNDAMENTAL HOSPITALITY MANAGEMENT PRINCIPLES** 3 Semester Credit Hours

This course introduces students to fundamental management principles essential to the hospitality professional. Students will learn how organizations work as well as the essential skills needed to effectively manage customers and employees. Students will explore management within a service industry exploring fundamental organizational concepts such as communication, teaming, leadership, power and politics in the workplace as well as focus on management tasks such as organization, stress, conflict resolution and employees. Students will be provided with industry-related, detailed, hands-on exercises to sharpen their management talents.

### **HOSS122 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 expositions 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)**

**HUSS120  
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 Practical 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 LPVN110

### **LPVN105 PHARMACOLOGY 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 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 101

## Literature (LITR)

### **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

## Mathematics (MATH)

### **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: MATH201

## 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 to 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

## 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: 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: 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. Payer regulations, revenue cycle tools, and electronic billing processes will also be covered, along with HIPAA, state, and federal regulations and compliance practices.

### **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

### **MCCG136**

#### **ICD DIAGNOSTIC CODING**

3 Semester Credit Hours

This course covers diagnostic coding utilizing the clinical ICD-10-CM classification system. Students will learn how to accurately assign diagnosis codes utilizing both manual and computerized applications. Topics will also include ICD-10-CM characteristics and format and official coding guidelines and conventions.

Prerequisite(s): MCCG100 and HCAS133

### **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, MCCG135, MCCG136  
Corequisite: SOS077 for MCCG

### **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-requisite(s): 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 manager 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, cryptology, 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+ SY0-501 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 BIOL205

## **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 213 (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, 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 interdisciplinary team. Clinical activities focus on application of these concepts.

Prerequisites: NURS231, NURS215

**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.

**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



**NURS309  
NURSING INFORMATICS  
(Nursing Elective)**  
3 Semester Credit Hours

The purpose of this course is to assist the student in the development and use of evidence-based nursing informatics to assist clients and their families in learning health promotion and management interventions. 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.

**NURS310  
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*

**NURS400  
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

**NURS401  
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

**NURS402  
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

**NURS403  
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, NURS304, NURS401, NURS402 (except RN-BSN)

**NURS404  
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, NURS304, NURS401, NURS402 (except RN-BSN)

**NURS405  
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

**NURS407  
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 as 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*

**NURS471  
NURSING PRACTICUM AND CAPSTONE  
PROJECT**  
For the RN-BSN Student  
5 credit hours

This course requires the student to integrate activities allowing progression from registered nurse to baccalaureate prepared nurse. The student will participate in practice experiences to integrate new knowledge and skills while supervised and evaluated by faculty.

*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, OTAP230, OTAP240, PSYC120

Co-requisite(s): 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): OTAP240

## OTAP235

### OCCUPATIONAL THERAPY FIELDWORK I B

1 Semester Credit

This course is the final 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. 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, OTAP230, OTAP240

Corequisite(s): OTAP201

## 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): OTAP220, OTAP230

**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

**OTAP270  
OCCUPATIONAL THERAPY FIELDWORK LEVEL II A**

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 with developmental, physical or emotional challenges. Students are responsible for transportation.

Prerequisite(s): OTAP245, OTAP250, 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 basic 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 will 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** 3 Semester Credit Hours (HU)

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.

### **PHIL310 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.

## 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 from off campus sites. Students are asked to describe 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 PT, 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 on-going 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 reported 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 P.T. Interventions and Orthopedics and Musculoskeletal Rehabilitation as well as the PT/PTA collaboration process to clinical observations. Students are responsible for transportation.

Prerequisite: PTAP225  
Corequisite: PTAP240, PTAP245

**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: PTAP260

**PTAP271**  
**PHYSICAL THERAPIST ASSISTANT**  
**CLINICAL INTERNSHIP IIB**  
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 that offers a diversity of experience from that of Clinical Internship II A 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.

**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 introduced 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: INFT124, COMM104

**SOSC116**  
**CAREER DEVELOPMENT I – THEORY & PRACTICE**  
3 Semester Credit Hours (ONLINE ONLY) (SS)

This course introduces learners to 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.

Prerequisites: SOSC115 or SOSC077  
(Except MATG)

**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 or SOSC077

**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.

**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.

**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.

**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

**Virtual Office Information Management (VOIM)**

**VOIM109**  
**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: SOS226

**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: SOS225

**PROF450**  
**CAREER DEVELOPMENT IV**  
3 Semester Credit Hours

In this course, student 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.

**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](mailto: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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